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ABSTRACT

Results of a study of the campaigns to eliminate illiteracy in five districts of Tanzania are reported. Using case study methods, researchers from the Institute of Adult Education followed a common outline in collecting data from the Mafia, Ukerewe, Masasi, Kilimanjaro, and Pare Districts regarding their literacy campaigns. The outline was 1. Basic Organization of the Literacy Drive, 2. The Field Organization, 3. Teachers, 4. Materials, 5. Evaluation, and flight mission provides the operational context); the assignment of the completion of the program, 96% of adults in Mafia were literate; (2) About 90% of the illiterates in Ukerewe were enrolled in classes; (3) It is estimated that 75% to 80% of Masasi would be literate by the end of the program; (4) Results of tests conducted in Kilimanjaro were not available; and (5) E luation of testing in the Pare District remains to be done. From a review of the various campaigns, some considerations that should be applied early in the planning of literacy campaigns are recommended: (1) a sufficient supply of primers and other materials be available; (2) an adequate number of capable supervisors must be available; (3) good and full time transportation must be provided; (4) class committees can ensure better student attendance; and (5) classes should continue for a second year. (DB)

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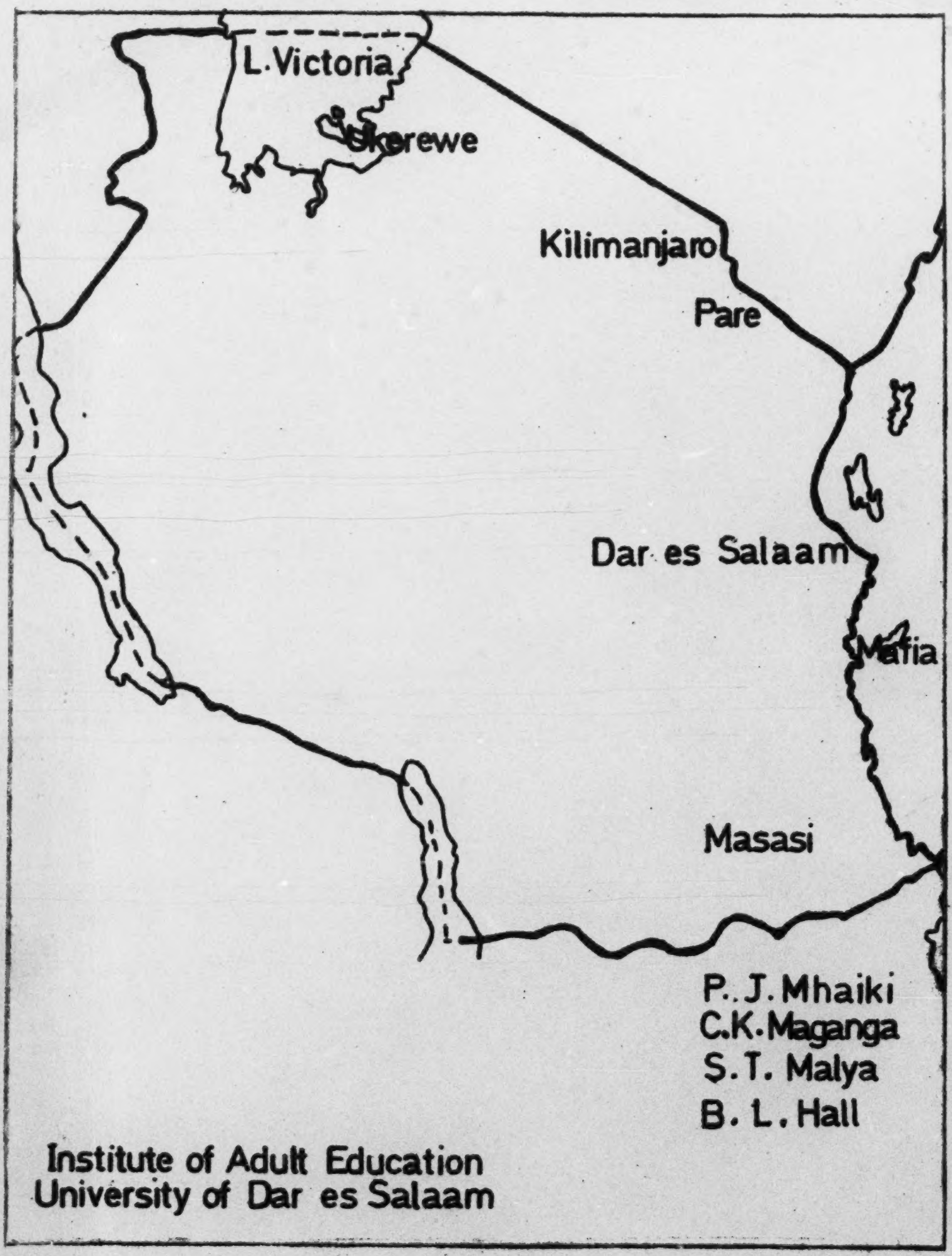

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Introduction.

Shortly after the 1971 New Year's speech of Mwalimu J. K. Nyerere, which has been included in this report, the Institute of Adult Education began thinking of how to follow the campaigns in each of the six districts as they worked on the elimination of illiteracy. It was felt that as each of these districts was somewhat different, much could be learned which could be applied later to other parts of the country. At the time we did not know that the TANU Biennial conference a date would be set for the elimination of illiteracy in the entire counctry by 1975. As this challange has been set by TANU, the description of each of the campaign is especially useful.

This report is the result of the study that has been carried out by members of the Institute during 1971. All of the districts with the exception of Dar es salaam have been included in the report. The Dar es - Salaam section was being completed by Mr. G. O. Haule who to our sorrow . died in November, 1971. Because the information we had was fragmentary we felt it best to refrain from comment. It is unfortunate for we feel much could be learned from the poor results which were obtained in the capital. The lack of success in Dar es Salaam underlines the point that is made often in adult education; that an abundance of materials and resources do not assure success, but that having the full support and understanding of the learners is the necessary first step.

Each of the Districts carried out the campaign with a different set of accomplishments and disappointments. The Mafia campaign is generally accepted as being the most successful, with the other four districts operating with about 80 - 90% enrollments. The Mafia case is particularly interesting with regard to the functioning of the class committees. Ukerewe showed ingenuity is finding methods of motivating individuals and villages to participation. Masasi district was surprised to find that the number of illiterates was so large, it was generally felt by those outside that Masasi and Kilimanjaro were about the same in terms of rates of literacy. Kilimanjaro, although it had a small percentage of illiterates, had some difficulty in creating the inertia and drive that was possible

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The last section of the study is brief note on observations drawn from all of the campaigns. This section, although short may be of particular interest to those who are involved in the planning of the next four years activities. We hope that others will draw still more conclusions from these case studies.

Budd L. Hall
Editor

A note on methodology.

The members of staff who carried out the fieldwork for this study relied on typical case study methods. They met with the organisers, the teachers, and the participants. They reviewed the minutes and reports of the organising committees and in many the cases the reports of the literacy classes themselves. The study did not make use of questionnaires or tests of any kind. It would of course be useful in a future study to select a sample of the literates one of these districts and test them in order to establish various levels of literacy. This be useful not only verying enrolment estimates of literacy but for establishing levels for follow-up readers.

Each of researchers followed a common outline in order to give some shape to the study. The suggested outline follows:

1. Basic Organisation of the Literacy Drive.

   a. How was it organised at District, Division & Ward level.
   b. Time table for campaign
   c. Committee structure
   d. Pre-campaign surveys - what was done and results
   e. Estimated illiteracy rate before the campaign
   f. Estimated number of illiterates before the campaign.
   g. Extent of arabic literacy (Mafia only)
   h. Estimated budget for campaign
   i. Sources of financing
   j. What assistance has TANU given? Other Ministries, Voluntary organisations?
   l. How did leaders implement decisions?

2. The field Organisation.

   a. number of classes
   b. locations of classes - where are they held?
   c. number of adults enrolled
   d. number of adults attending regularly
   e. How often do classes meet?
   f. What size do classes run?
   g. Composition of classes by sex (approx)
   h. Are radios used?
   i. What methods are used? Group methods?

.../2.

3. Teachers

a. How many are there?

b. How were they trained?

c. Who trained them?

d. When were they trained?

e. How long was the training programme?

f. What are their qualifications - how many are primary teachers, gov't workers, ex-std VII leavers, etc.?

g. Are teachers paid?

h. How much?

i. How many men and women teachers?

j. Are the teacher's manuals used?

4. Materials

a. What materials are being used?

b. Are there enough copies?

c. Who supplies materials?

d. Are follow - up materials available?

e. Are follow-up materilas being used?

f. What sort of books are in greatest demand - as follow-up?

g. Do magazines & newspapers reach the people?

5. Evaluation

a. How ill literacy be determined

b. If tests are to be used, what kind are they?

c. If tests are to be used when will they be administered?

d. What do the campaign organisers see as the main problems?

e. What do the teachers see as the main problems?

f. What do the participants see as the main problems?

g. What procedures do the organisers think they would not follow in another campaign.

h. How closely has the time schedule been followed?

6. Supervision

a. How is it carried out?

b. What information is collected by supervisors?

c. Who does the supervision?

d. How often are classes checked?

e. How is attendance checked centrally?

f. How are attendance problems dealt with?

ADULT EDUCATION IN TANZANIA - 1971

President Mwalimu J.K. Nyerere's New Year - 1971 Address to the Nation.

First, let me express my good wishes to you all for a happy New Year.

In December, 1971, mainland Tanzania will have been independent for ten years. Some of you will remember that, during our struggle against the colonical government, I said that in the first ten years of governing ourselves we would do more for the progress of our country than the colonialists had done during their whole period of governing us. It is not from me to say whether we have fulfilled that promise or not. But it is our intention to honour the completion of this first ten years of self-government by inviting many guests to our celebrations. These will include some of the many British friends who worked in Tanzania in the past, so that they may see for themselves the progress we have made. These invitations will not be sent in any spirit of reproachfulness. Their purpose is to enable use all to celebrate together about the things which we have been able to do.

I hope that in the New Year we shall continue with our efforts to implement all our policies of socialism and self-reliance; to build and to strengthen the ujamaa villages; to expand our economy; to increase still further the political consciousness in the whole country; and to strengthen the defences of our country. In this past year we have made great progress in all these matters. But it is not my intention to talk about these things today. Instead, I want to remind you again, as I did last year, of the importance of Adult Education.

For, as I said last year Adult Education is something which never stops. Whatever level of education we have reached, we can go on; there is always something new to learn. And if we have not begun to learn about the modern world, we can begin now. For education is like a big hill which climbs to the skies and gives a view over the surrounding countryside. And all of us can climb at least some of the way up, so that all of us can gradually extend our vision and learn more of the things which affect our lives, or which can be made to help our lives. In fact, we are like the people of olden times who used to climb the nearbly hill or a tree if there was no hill - to see what was passing, or what was approaching them, so as to be ready to welcome the guests, or to protect themselves against invaders. We who live in the twentieth century world, in which the activities

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You will remember that 1970 was designated as Adult Education Year, and that on the 31st December, 1969, I said that Government and Party would put a great deal of emphasis on this aspect of our activities during 1970. This has been done - although I repeat that we have only just begun.

Adult Education Officers have been appointed in every District of the Mainland, and have spent some months being trained in their new jobs. For something like six months now, they have been working in their Districts organising courses, and helping

to co-ordinate the educational activities of all the different Ministries of Government, as well as co-operating with TANU and voluntary agencies in their area. Their purpose has been to increase the educational opportunities open to adults, particularly in the rural areas. In some Districts they have done very well, and adult education is making good progress.

On a national level, our activities have been assisted by an Advisory Committee on Adult Education, and similar committees have been set up in most Regions and Districts. Further, in many of the classess organised, it has been possible for the Government to provide adults with text books, pencils and paper, just in the same way as this kind of equipment is provided for the use of children in school. We have done this, and used your tax money to buy these books and papers, in order that no individual should be prevented from learning because of shortage of money. The Ministry of National Education will continue to expand its work and to improve the help it gives to adult education.

It is very early to say what we have achieved in this past year. But in the first nine months, there were 324,664 registered adult students in official classes. Some of these people had taken, or were taking, more than one class, and they kind of things they were learning were very varied. A large number of people were in literacy classes. But others were learning arithmetic, history, politics, agriculture, economics, health, child-care, Kiswahili, English, or other subjects, including drumming, dancing or sports. This is a good beginning, and in Adult Education Week there were very good displays in very many areas.

Let me, therefore congratulate all those people who have attended classes over the past year, and who have therefore improved their knowledge and their understanding of the world we live in. Through the expansion of such activities until they cover the whole population, we shall equip ourselves better for the struggle to improve our lives, both materially and spiritually.

As I have already said, Adult Education means adults learning about anything which interests them. It is possible to learn from talking with others, from the example of others, from the radio. But a tool which is essential if anyone is to make very much progress, is the ability to read and to write. Literacy is almost the first step up this hill of modern knowledge, and it is the key to further progress.

We have had many literacy campaigns in the past, and many adults are now able to read and write for themselves, although as children they never has a chance to go to school. We must increase this number, for a socialist Tanzania cannot be created if some people are very highly educated and others are completely illiterate. The illiterate ones will never be able to play their full part in the development of our country - or of themselves; and they will always be in danger of being exploited by the great knowledge of others. Therefore it is necessary that we should plan to overcome the existing high level illiteracy. We must help as many of our people as possible on to this first step up the hill; afterwards they will be able to climb further by using this basic knowledge to read ans study more.

We have done quite well recently, especially as we have used experience gained in earlier campaigns, so that the learning is more interesting and relevant to adults. Thus, in the first nine months of this year, almost 200,000 people were attending literacy classes.

This is very good. But it is not enough. In the coming year we must all, everywhere in the country, make further efforts, But in six Districts I am asking that a very special effort should be made so as to eradicate illiteracy completely. These Districts are Ukerewe, Mafia, Masasi, Pare, Kilimanjaro and Dar es Salaam. In these Districts I hope that every citizen will be able to read and write by 9th December, 1971. That would really be an achievement to be proud of!

I believe that this objective can be attained in all the placess I have mentioned. Ukerewe and Mafia are both quite small districts -- indeed, in Mafia there are only about 17,000 people living altogether. The people of Ukerewe have already made a good start; in the nine months ending in September this year, 18,000 people in that District were registered in literacy and other classes. On this basis, and with the help of Government and TANU and all the educated people living on the island, it should be possible to overcome illiteracy in the next eleven months.

In Mafia, the problem which has to be overcome is one of attitudes, and I want to appeal particulary to the people of Mafia to recognise that they must play a full part in the development of Tanzania. In that island, not even all the school places are taken up, and the attendance at adult classes is very poor. In addition, whereas in other parts of the country men and women go happily to one class in order to learn together; in Mafia I hear that there are still attempts to segregrate women, and to prevent them from taking advantage of the educational opportunities which are provided. The people of Mafia, in fact are getting the reputation for being the most backward in our country. I challenge them all to show that this reputation is false, and to ensure that every person in the island can read and write in Swahili within the next year.

Masasi and Kilimanjaro have been included in this list for very different reasons. Both are Districts in which the general level of education is above average for Tanzania. This means that it should be quite possible for the combined efforts of all those who are educated, working with the Government and Party, to ensure that every single individual can read and write, and can celebrate our tenth anniversary by writing his own little essay on what independence has meant.

Dar es Salaam has been included in the list because it is a shame if long-term inhabitants of our capital city cannot write their own name, read the newspapers, take advantage of the library facilities, and so on.

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Dar es Salaam has been included in the list because it is a shame if long-term inhabitants of our capital city cannot write their own name, read the newspapers, take advantage of the library facilities, and so on, which are all more easily available here than elsewhere. But because it is such a large city, perhaps it is more necessary to have a deliberate plan for adult education in Dar es Salaam than it is in other areas; there is not the same sense of community among large groups of people as among small. But the won is made up of streets and tencell units; people work in factories and offices. If every literate trade unionist, office or works foreman, ten-cell leader, religious leader and so on plays his part, we can overcome this problem. Every such person should find out which of his co-workers are illiterate, persuade them that it is their duty and their opportunity to overcome this backwardness, and then ask the District Education Office or their

TANU Office for help with teachers and equipment. Up to now, when we have organised literacy campaigns in Dar es Salaam, we have had more teachers available then people who were willing to learn. I hope that, within a few months, I shall be hearing complaints that there are not enough teachers - for that is a problem which I believe we can easily solve on a voluntary h basis in the capital city.

Pare District has been included in the list of Districts to be challenged because the people there have shown themselves to be so energetic and so anxious to learn. Even so, it will not beeasy for that District to achieve the target, because many of its people still live in inaccessible and isolated areas in the mountains. But I believe that, with this challenge, the people of Pare will demonstrate to us all what can be done despite the fifficulties, and I express my good wishes to them for their efforts.

Having presented this challenge, let me emphasise again that everyone, whether literate or not literate, should go on to learn more, and that everyone who has had an opportunity to learn something should be willing and anxious to teach it to others - whether formally in classes, or informally. All of us should use the facilities which are available. We should read newspapers and magazines, like "Ukulima wa Kisasa", and "Nchi Yetu". We should use the library facilities - and in this connection I would remind you that villages in the rural areas can acquire book boxes from the National library Service when they can show that they have someone responsible and reliable to look after the books which are lent from our national store. All that has to be done is for the village to decide to write to the Tanzania National Library in Dar es Salaam and to explain how many people are in the village, where they can keep the books, and who will look after them. You will find the Library is only too anxious to help.

There is no useless knowledge, no useless learning. There are only priorities of learning. As a nation we have said that our priorities must be learning about agriculture, about better better health, greater skills for production, and greater understanding of our national policies of socialism and self-realiance. In these ares whatever help is possible will be given. But this is a very wide field and each man and woman, once literate, a can determine his won priorities - he can choose for himself what he wants to learn next. He can also use his literacy to learn other things, from a foreign language to the movement of the stars in the universe - there are books, at least in English, about everything! Or he can read just for enjoyment - to read stories about our past and about the lives of other people, just as we once used to listen to story-tellers or travellers as they visited our villages and sat around the fire of an evening.

Let me sum up. We must increase the production of goods of all kinds in Tanzania and we must develop our nation along socialist lines so as to enable every man and woman to develop

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Let me sum up. We must increase the production of goods of all kinds in Tanzania and we must develop our nation along socialist lines so as to enable every man and woman to develop in freedom and without being exploited. In the rural areas this means we must increase the numbers of ujamaa villages, and we must expand the co-operative production in all of them. But we must also begin now to organise our own social and cultural activities in these villages and in our towns and hamlets. Even though we must still give first priority to production, we can begin slowly to benefit from the greater social life and greater cultural life, which living in villages and working together makes possible.

Let us make sure that, when we celebrate the tenth anniversary of our national freedom, we are all doing so as citizens who are developing themselves at the same time as they are developing our country.

A Happy, Peaceful, and developing New Year to you all.

MAFIA

P.J. Mhaiki

MOTIVATION

President Nyerere visited Mafia island on December 4, 1970. During this visit the President's message was about the formation of Ujamaa Villages and the filling up of 400 vacant places in the primary schools. He also stressed the importance of Adult Education. In January 1971 the President called for six districts to be literate by December 9, 1971. Mafia was one of them.

The Minister of National Education followed the President's visit to Mafia on January 15 and 16, 1971. In his contacts with the Mafia people he insisted on primary school attendance, adult education and complete literacy by December 9, 1971. He visited the following ward centres, Kirongwe, Ndagoni, Kilindoni, and Kiegeani, insisting on adult literacy.

On January 28, Mafia got a new Area Commissioner, Mr. A. Mpiluka, trained as a District Education Officer, Adutlt Education at Kivukoni College in 1970 one of the missions of the new Area Commissione was to see to it that complete adult literacy in Mafia was a success.

ORGANIZATION

The District Adult Education Committee

The new Head of Administration in Mafia found an existing organisation of Adult Education with a District Education Officer for Adult Education. The organisation consisted of District Adult Education Committees and Ward Committees. What he had to do was to make this organisation function effectively.

After the departure of the Minister of National Education on January 16, 1971, a meeting of the existing District Adult Education Committee was held in order to revise it, and stimulate it to action.

- the membership of 12 people was enlarged to 30
- ward committees were given 2 supervisors except Kilindoni, Jibondo and Juani which had 4 supervisors each.

Appendix I contains the minutes of that meeting.

At the meeting the duties of the Ward Supervisors were laid down as follows:

- to take a census of illiterates above 15 years old in their wards
- to help to form Ward Committees
- to establish school centre committes
- to help to select teachers
- to assist to solve attendance and other problems
- to visit class centres

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ORGANIZATION

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The new Head of Administration in Mafia found an existing organisation of Adult Education with a District Education Officer for Adult Education. The organisation consisted of District Adult Education Committees and Ward Committees. What he had to do was to make this organisation function effectively.

After the departure of the Minister of National Education on January 16, 1971, a meeting of the existing District Adult Education Committee was held in order to revise it, and stimulate it to action.

- the membership of 12 people was enlarged to 30
- ward committees were given 2 supervisors except Kilindoni, Jibondo and Juani which had 4 supervisors each.

Appendix I contains the minutes of that meeting.

At the meeting the duties of the Ward Supervisors were laid down as follows:

- to take a census of illiterates above 15 years old in their wards
- to help to form Ward Committees
- to establish school centre committes
- to help to select teachers
- to assist to solve attendance and other problems
- to visit class centres
- to report to District Adult Education Committee once a month.

The Literacy Census

After one month February-March, the census revealed that out of the population of 10,000 people, 8,500 over 15 year old were illiterate. The illiterate were those who had no formal education at all and also those who knew how to read and write Arabic scripts. The illiterate were then enrolled in classes of 30 to one teacher. The total number enrolled by March 1971 was 8,549. Double enrolment occured.

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Political Support

While the resolutions of the District Adult Education Committee were still very fresh in the minds of the members, early in February 1971 the new Area Commissioner convened a meeting of all heads of departments, diwanis, TANU elders, District TANU chairman, Mafia coconut Ltd., and explained to them the importance of adult education and their role in the literacy campaign.

He organised a campaign in which all these leaders had to participate. Together they all visited all 13 wards and each leader had to talk about the importance of the literacy campaign. During this campaign the following things were insisted upon:

- both men and women should come out to meetings (usually women used to stay indoors, even during public meetings).
- 10 cell leaders should set examples (balozis to be present at meetings with their wives to show an example)
- children should attend school
- adults should attend literacy classes.

An incident worth recording took place on February 28, 1971 when 90 children ran away from school in Kirongi Primary School. The Area Commissioner called 27 parents to explain why their children did not attend school. This took them 2 days to explain to the Area Commissioner. When another group of parents from Mafia island were summoned to explain why their children did not attend school. They had to walk many miles to the Boma to answer the call. The news of these two incidents spread around the island like fire and one of the effects was that the people in Mafia took attendance at adult classes as compulsory.

The Ward Adult Education Committee

The Ward Adult Education Committee is part of the village development committee.. It consists of 32 members composed of diwanis, ten cell leaders (balozis), chairmen, TANU elders, wasulushi (local magistrates) and headteachers. Adult education was on the agenda at this village development committee. The committee met when there were agenda to discuss. At this meeting problems on the literacy campaign from various adult class centres are discussed, and solutions sought to common problesm concerning attendance, hours and days of class, enrolment, teachers, materials etc.
They can also make recommendations to the District Adult Education Committee. The can discuss matters arising from the report of the supervisor from the District Adult Education Committee. (Appendix II a, b, c, contains examples of Ward Adult Education Committee meetings)

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Class Centre Committee

At each class centre (kituo) there is committeee of 6 people who concern themselves with the progress of the class. The class Committee is made up of 3 men, 2 women, and a secretary. Of the 3 men, one or more must be a ten cell leader (balozi) who will be the Chairman. As classes for men are separate from women there is a sub committee of men and sub committee of women. At these centres men and women hold classes at different times and different days. Mixed classes are not welcome according to islamic culture. But young men and old men can mix, and old women and girls can mix. Even small children can join these classes.

In areas where immigrants are Wayao, Wamakonde, and Warufiji, mixed classes of men and women are possible but this may be only 4 or 5 classes.

The function of the class committee is to look after problems of attendance, teachers, materials, sickness, late coming, etc. One of the problems they have solved very well is the building of shelter for classes on a self help basis. Many classes almost complete etc in putting up a better shelter than the other. This committee meets when there are problems. Appendix III contain report of a class meeting, while Appendix IV contains a summary of the centres in Baleniward

Location of Classes.

Some classes are held in private houses usually on the verandah. Others are held in open grounds in the shambas. In this case shelters are necessary. People are encouraged to build shelters out of poles thatched with makuti and plastered with mud. Many classes have done so and some of the shelters are of good standard. They become very useful in the case of rain and sun. Some classes are held in primary school or TANU offices.

The time for classes varies from morning to noon to afternoon. Some hold classes three times a week and others 6 times a week. Usually there are classes on Saturdays and Sundays. As many teachers are primary school teachers and as most of the adult students are muslims, the weekends are very convenient. Classes last from 2 hours to 3 hours on the average.

Teachers

The number of teachers used to teach literacy is 324. Of these 43 are primary school teachers and civil servants. Most of the voluntary teachers are primary school students of classes from III to IV. A few are primary school leavers. A few again are self made literates or new literates from adult classes. Besides civil servants, who are very few, there are still fewer voluntary agencies in Mafia. The Coconut Ltd.of Mafia has supplied one teacher. There is a small Lutheran Church and a Roman Catholic Church in the town. They have one person to assist. Generally the situation of the teacher's qualtiy is a problem.

The training of Teachers

Teachers usually undergo training conducted by the District Education Officer (Adult Education) in Mafia. The DEO (AE) conducted 11 training seminars so far for Headteachers and other groups. These seminars usually lasted 2 to 3 days. Headteachers were allowed to train literacy teachers as well. Headteachers train for 2-3 hours. Maximum number of participants at each seminar is 40-64 persons. Civil servants taking part in literacy campaigning also attended these training courses.

Training mostly took place after the campaign began. It was carried out in primary schools or in court building. The DEO (AE) feels that training was not enough because of the lack of funds and it has not been effective because of the age number of participants and the educational level of the particiapnts. Most primary school students and Std. VII leavers have found it difficult to follow the training.

Teachers in Operation

There are 71 women teachers and 253 men teachers. Ideally women's classes would be taught by women teachers according to likes and preference of the men in the island. As there are only a few women teachers, some womens classess have to be taught by men or have to do without a teacher or a very mediocre one. The class committee selects a teacher but the local headteacher has to approve the teacher to make sure the teacher is of acceptable standard. The local headteacher is also responsible to train the literacy teachers in the area.

Each class teacher is expected to teach a class of 30 people and is paid an honorarium of Shs 30.00 per month. If the same teacher teaches 2 classes at different times, he will be paid double. The DEO (AE) thinks that performance of these teachers in the literacy class works according to natural ability to teach rather than to standard of formal education. But when the class reaches the stage of follow-up materials, then educational level begins to tell. At this stage, comprehension of the content of the book is demanded and those teachers with low educational standards become no better then the adult students. Often classes of 30 may have 2-3 divisions in it. Some students may read Book I, others again Book III but the teacher is one.

The delays in paying of the honorarium also has effects on the performance of the literacy teacher. The delays are caused by the formalities which have to be followed before the money can be released from the regional office in Dar es Salaam. Complaints about delayed payments are frequent. There are no facilities of cashing cheques in Mafia. About sh. 7,000.00 are paid for honoraria each month.

Materials

Traditional literacy Primers are being used. Books I and II are in sufficient supplies but Book III and the follow-up books are not enough. Exercise books and chalk are sufficient but pencils, blackboards are scarce. Sometimes a class may have 3 groups using one book. Text books on English Arithmetic and Civics are badly needed. Follow -up books for adults with comprehension questions are badly needed. Papers, and magazines, like Ukulima wa Kisasa, Mfanyakazi, and Uhuru are not available. They have a distribution problem too. The Ministry for National Education is responsible for the supply and distribution of materials. Mafia being a small island, the problem of distribution could be less difficult if the transport was adequate and if the roads were in good shape. The roads are not good enough and some of the islands are reachable by sea only. There are times when the seas are very rough and the vessels of transportation are not very reliable. The problems stand in the way of efficient distribution of materials.

Supervision

The supervision system is inbuilt in the organisation system. The civil servants and leaders in the District Adult Education Committee are supervisors of the committees and classes in the wards. They are supposed to report to the District Adult Education Committee. The teachers

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The Chairman of the class committee, who is a balozi (ten cell leader) is a supervisor who checks attendance of the class daily. The DEO (AE) is an overall supervisor of all teachers and classes in all wards. The Area Commissioner also visits the classes. A supervisor is supposed to check the attendance book of the class centre, the minutes book of the committee meeting, reports of other supervisors and visitors and also any local regulations recommended by members of a class or a ward.

The classes are checked as many times as possible. The DEO (AE) began visiting all the number of classes once every two months but due to transport difficulties and other duties he had not managed to keep this up. The participants feel very encouraged when supervisors and visitors visit them.

The balozi checks the register on every school day. Poor attendance is dealt with by the committee rules. So far attendance is good. There are times when attendance slacks. May and June attendance was poor because this was the time when people have to scare away birds from the rice fields and have to reap rice. The Regional Commissioner for Coast Region visited classes in July 1971.

General Problems

Development brings problems of its own kind. This is on exception in Mafia. The literacy campaign in Mafia has successes and set backs, but they are not unsurmountable. Some of the problems have been referred to in the description above, are here mentioned again the way of a summary.

The ability of many teachers is limited. The literacy teachers are not high in social esteem the DEO thinks. The honorarium does not always come on time. The training of literacy teachers is not adequate, not long enough and there is no follow-up. Supervision needs strengthening to ensure that the work is done, assistance is given, and probelms are attended to at once. Materials are inadequate in the form of primers, blackboards, follow-up books, magazines and newspapers. There are too few women teachers.

Attendance suffers sometimes due to distance from class centre. Transfers to other centres are not uncommon. Natural forces like rain and rivers have at times been the cause of poor attendance. Shelters agains rain and sun have been built in many places, because open air classes were often disrupted by rain. Farm work such as scaring birds, rice fields and harvesting rice have caused poor attendance in many class centres, inspite of steps being taken to regulate the duty between men and wife to take turns. Lateness to classes is common. The inhabitants of Mafia look underfed. Most have one meal a day and going without a meal is not uncommon. Festivals and weddings and death ceremonies such as Kipunga, ziara, tatu, saba orbani and arusi are associated with meals. As the custom is to include very wide kinship participation, people usually walk long distances in order to attend these ceremonies (refered to as "shughuli"). This reduces the attendance at the literacy classes. Poor eyesight is the complaint of old people The area commissioner saw the second vice-president about getting a doctor to examine old people. A doctor visited Mafia from the 24th to the 31st of August. 780 people were examined for spectacles and 646 received them. There were a number of

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Success of the Campaign

The literacy campaign in Mafia seems to have succeded. Reports state that nearly 96% of the total population have completed the the literacy classes. It seems as though the progress of the campaign has been due to the political encouragement and the challenge given to the people of Mafia; that is to the administration, TANU and the people of Mafia by the President himself and followed up by the Minster of National Education,

On the operational level success is due to the efforts of the Area Commissioner in Mafia who convinced the people that attendance at literacy classes is good for all. The TANU leader at all levels and civil servants have played and important part in supporting the Area Commissioner and carrying out the plans laid down for the campaign.

Then comes the full support of the Ministry of National Education through the efforts of the REO and DEO (AE) in Mafia. The DEO is a very able man who is working with the people of Mafia as one of them. He is exteremely popular with participants of literacy classes and he knows how to get on well with them. It is also due to the devotion of all those teachers who conduct these classes for no remuneration or for a very little remuneration.

Finally it is due to the appreciation of the people of Mafia of the importance of being literate. Indeed one should see the women at their classes to see how much they appreciate this. This coming tegether for literacy classes has initiated many other changes.

Social Change

Literacy campaigns are launched in the belief that they will induce development in the right direction. It has been noted that at the celebrations on Independence, that people have been much more interested and involved than at any of the previous national celebrations. They seem quite proud of their accomplishments and are more willing to identify themselves with mainland efforts and ambitions. It is still of course very early to see the amount and depth of change, but there are several changes already noted that the literacy campaign has contributed to significantly. It will be vey interesting to follow progress in Mafia as an educational leap of this demension in a self-contained area is bound to have strong positive repercussions.

In March a procession of 813 women went to the Area Commissioner rejoicing for being emanicipated from being kept in-doors and from being veiled in buibui whenever they stirred out of their homes. They said that the year 1971 is the year of Independence. They also rejoiced at the encouragement to appear unveiled. They said that buibui does not go well with development. Particulary the women, who are the majority in the literacy classes, appreciate and enjoy coming out to attend literacy classes where they can also discuss other issues such as their dislike for poligamy. They can talk aloud to one another, to men and visitors, with their veils off.

Often people who are chairmen of the Ward Committees and the School Centre Committees are not people of noble birth "mwinyis" or rich people. They are often ordinary people or dependent people, "watwana". The responsibilities as supervisors of the classes given to them by TANU and government gives them importance and respect in society. They feel self-confident in TANU leadership and begin to believe in the equality. A revolt is stirring agains opression, feudalism and paternalism of any kind, a condition not uncommon on the island.

An incident in Baja Ward is worth noting here. 80 families of whom 50 were working for one noble and rich man called the Area Commissioner and assured him that during elections they voted for President Nyerere. They wanted to be assured that the Area Commissioner was sent by President Nyerere to help and support them in their struggle for human dignity and freedom. They wanted to know if he would stand with them in this struggle and that he would

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At a seminar held in Mafia for ten cell leaders, the Area Commissioner explained in detail about "equality" of all men, "ubepari", (Capitalism), "ukabaila" (Feudalism) and "unyonyaji" exploitation). The balozi were much touched and promised that they would fight against any remanants of ubepari unyonyaji and ukabaila on the island. They gave the Area Co mmissioner list of people supposed to practice exploitation using other people as slaves and servants and a list of people being used as such by these exploiters. Due to this policy of TANU, and due to the reaction of the ordinary citizen against opressions, the names describing people of noble birth and wealth are beginning to smell unpleasant and unpopular.

Such named are 'mwinyi' 'bwana' 'burusbi'. Even words expressing a servile attitute are also becoming unpopular such as mtwana, mtumwa.

At literacy classes all kinds of people mix and this reinforces the equality of men and weakens the class feeling. At ward and the school centre literacy committees discuss other things of development besides literacy classes. At literacy ward committee they discussed arrangements for Saba Saba and how they would celebrate in the wards. They also discussed the marriage laws and condemned poligamy. With this trend of things it is hoped that the prevelent concept of the men about freedom will change. It is generally believed by people in Mafia that to be free means not to work any more. There are some once prosperous coconut fields and cashew nuts fields that are now barren and overgrown with brush. Free people do not work! Through Adult Education Committees and classes, adults in Mafia could be taught about the dignity of labour.

Evaluation

The literacy campaign was to test particiapants in September and October of 1971. Instead of using a separate literacy test, people were expected to register for the Standard Four Primary examination. 2,000 people registered and 414 passed and were given Std. IV certificates. A large number of people are still studying for the Std. IV exam. At the end of the campaign in December, the estimate was that 96% of the adults in Mafia were literate. This result is the highest of all the districts that were selected for literacy campaigns.

The question some of the participants ask is, "What next after all have become literate?".

Appendix I

THE MINISTRY OF NATIONAL EDUCATION

DISTRICT OFFICE,
P.O. BOX 7,
MAFIA.

4TH MAY, 1971.

DISTIRIC ADULT EDUCATION COMMITTEE MEETING - MAFIA
5TH/4/71 AT THE DISTRICT COUNCIL HALL

REPORT

Present: 22 members
Area Commissioner, Chairman
DEO (Adult Education) Secretary.

Minutes:

5/71/Meeting begins:

The chairman opened the meeting at 5.30 a.m. with word of thanks to members present. He congratulated the good work they had done. Emphasised the importance of co-operation as in implementing the President call on Adult Education on the Island. Urged the members to write to Newspapers (through the District Headquarters) On adult education activities.
6/71 Last Meeting Minutes read - Summary read, approved and signed by the Chairman.
7/71.

It was learnt that Mr. Mshangama Kombo has been appointed a representative of a ward without being in he list of representatives committee. It was recommended that his name should be included in the list. The Committee also suggested that Mzee Fika Chumu should be called Mr. Diwani Hamis Chumu.
8/71. Report from Ward Representatives.

a) Number of People: Many representatives had already submitted their reports on the number of adults but representatives of the fllowing wards had not yet done so: These are Bweni, Dongojekundu, Miburani, Kilindoni and Malimbali. They were asked (ordered) to bring the full reports on 8/4/71. Reports which were already in were for Kiegeani, Kanga, Kirongwe, Jimbo, Jibondo Chemchem, Baleni and Ndangoni.

b) Problems:

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b) Problems:

(i) It was found that teachers for the locations had no experience in teaching adults. This is because, they have little education or because they have not had enough seminars. It was suggested that they should be given more seminars. The District Adult Education Officer told the members that until now, two days seminar was given because of its importance. He added that because money for conducting these seminars is not enough. In some wards such as Bweni, Kanga, Jimbo/Banja and Baleni have had no such seminars. It was agreed that arrangements should be made to get these seminars conducted.

(ii) Concerning Representatives Travelling

Many members were finding it difficult to get to their wards because of travelling problems. Representatives especially those of denominations who were not concerned with village development Committee, were encountering food problems when they were out. The Committee suggested that wherever the members decided to go to their wards they should discuss it with the District Education Officer - so that they can be taken there. Concerning food for some of the members, it was suggested that they should be given food when they leave for their wards. This will be obtained from Adult Education Fund. Messrs F. Makwega and E. Gholoji are responsible.

(iii) Those who do not turn up to their locations

For most locations this had been solved but it was alleged that such people like hiding themselves here in Kilindoni town. It was agreed that a letter should be written to the ward Executive Officer and tell him that the number of people attending classes at Kilindoni small. A lot of them were still not going to learn.

(iv) Concerning Protection of Cotton Shamba plots

It was suggested that women should learn in the morning while men keep guard and men do it in the afternoon while women keep guard.

(v) Inteference of responsibility in Locations

Members agreed unanimously that when we go to the villages we must first of all see the leaders there especia lly the ten-cell leaders. We should not distort their plans but, discuss frankly with them, advising each other.

(vi) Delay in paying allowances

The Education Officer explained that delay in payment of allowances was caused by the location teachers not filling their forms. These forms have a lot of details and without them allowances can not be paid. When the forms are brough in, their names are sent to Regional Ministry where the cheques for the allowances prepared. It was suggested members should persistently remind their ward teachers so that the forms could be filled and sent pomptly.

c) Inceasing members

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(iv) Concerning Protection of Cotton Shamba plots

It was suggested that women should learn in the morning while men keep guard and men do it in the afternoon while women keep guard.

(v) Inteference of responsibility in Locations

Members agreed unanimously that when we go to the villages we must first of all see the leaders there especia lly the ten-cell leaders. We should not distort their plans but, discuss frankly with them, advising each other.

(vi) Delay in paying allowances

The Education Officer explained that delay in payment of allowances was caused by the location teachers not filling their forms. These forms have a lot of details and without them allowances can not be paid. When the forms are brough in, their names are sent to Regional Ministry where the cheques for the allowances prepared. It was suggested members should persistently remind their ward teachers so that the forms could be filled and sent pomptly.

c) Inceasing members

In this sitting there were few changes in ward representatives
B
Bweni Ward Mr. E. Gholoji was added.

Mr. J.T. Sanyayau was transferred to Kilindoni and Mr. S.S. Mnyami was put in his place.
Banja/Jimbo Ward

The two representatives remained unaltered, but Mr. Hamisi Chumu was appointed to replace Faki Chumu.

Kirongwe Ward No change
Baloni Ward No change

Ndagoni Ward No change

Miburani Ward No change

Chemchem Ward Mr. John Hamisi replaced Mr. Vargheuse. Mr. Ngasoma (Security Officer), Mr. J. Nindi (Secretary). These were to go there on 10/4/71 to sure that people read.

g) Kilindoni Problem

More than 30 people who did not want to learn to read and write were brought by their teneell leaders namely Mr. Faki Hassani, A.M. Taga and Ten-Cell leader of Sunailia.
The delegation prefered that the concerned members keep an eye on the affair and inform the committee whether as usual people were not going to their location and the action taken.

h) The problem arising as a result of Chemchem people not responding to the literacy campaign. It was suggested that the Area Commissioner should call a meeting and address the people as a part of the campaign. It was suggested that the Area Commissioner should call a meeting and address the people as a part of the campaign. The Chairman promised to do that.

i) Jibonde and their school teachers

The Primary School teacher for Jibonde was said to be reluctant and lazy as far as Adult Education was concerned. Members agreed that the teacher should be warned seriously or transferred.

Kiogeani Ward: Mr. S.J. Boar was put in place of Mr. Mnyamani.

Kibondo/Juliani/Cholo Same representatives

Milimbani Ward: Mr. Ndagalo was put in place of District Health Officer.

d) Problem of teachers in Kirongwe Shugu

It was suggested that a third teacher should be added and no reduction to be made owing to the political situation of the place.

e) Ndangoni Ward Committee had already decided on measures to be taken to warn this person. All the members agreed that the decision was vital.

f) The dissolution of Ndangoni location.

The resignation S.S. Mnyamani, Executive Secretary of TANU, because of his personal problems was appalling, especially for a leader like him. The delegation proposed that a small committee should be formed to deal with the problem. The following were elected:
Mr. A. Masiku (Member of Parliament) Mr. O.M. Makhandiy (Chief Executive) Mr. B.A. Pango (TANU District Chairman), M.P. Kakwesigabo, S. Bora.

J) Ward Committee and Locations

Many members had already formed ward committees and had even called meetings but most of them had not completed the committee formation for the locations. Members were asked to proceed with the completed formation of the committee so that during the June venue, the full report can be duplicated for every ward member to avail himself with a copy. It was also agreed that the summary of the meeting should be set to the ward so that Headmasters and Executives can read for themselves, but it should be confidential.

9/71 Project Areas.

Instructions concerning formation of such projects were read off and departments were to be responsible for equipment conducting training were announced.

It was suggested that the District Adult Education Officer should talk to experts in the field so that success in getting the implements can be easily reached.

Members agreed the areas should be as follows:

Responsibility	Place or location	Division	Inspector
a) Agriculture	Nyamwura	Kirongwe	Field Officer
2 Agriculture	Baleni	Kirongwe	- do -
b) 1 Health	Kanga	Kirongwe	Health Officer
2 Health	Jibondo	Utende	- do -
c) 1 Home Ed Affairs	Nyamwura	Kirongwe	Development Officer
2 Home Ed. Affairs	Mlongo	Utende	- do -
d) Home/craft	Baleni	Kirongwe	
Home/craft	Nyamwura	Kirongwe	

The department leaders were given the responsibility of getting the equipment.

10/71 Other items

Adult Education classes should be connected i.e. reading and writing, Arithmetic, Politics, Agriculture, Health etc. Members accepted these proposals but added that adequate number of seminars should be conducted to make this more effective.

11/71 Closing of the Meeting

The Chairman closed the meeting at 5.45 by thanking the members who attended and contributed ideas to the meeting.

33 Appendix II a

Ward Adult Education Committee meeting Kirongwe 21/11/71

Present were 26 members

Agenda

1. Opening the meeting: The chairman opened the meeting at 4.p.m. and thanked all the members for coming.

2. Adult Education Report for February: This was read out by the secretary as follows:

   1. People registered by their 10 house cell leaders with regard to the division of locations: 438 women, 400 men. Total 838.

   2. 15 Locations had already been opened and they show good progress.

   3. For the month of February, 424 women and 244 men, total 768, attended classes.

   4. The average attendance was 307 for women and 246 for men, total 553.

   5. Problems in locations

      The major problems were books and eye-site.

3. Discussion on the monthly report

   a) Eye-sight problem:- After a long discussion it was suggested the District Medical Officer should be informed os that he could come and attend those concerned at Kirongwe dispensary on 2/4/71.

   b) On books problem the secretary said that was no problem since books have arrived and have been distributed to various locations.

   c) It was proposed that members should find out the number of people under them and information should be sent to the secretary so that he can correct the number given previously.

   d) Attendance.

   After long discussion it was decided the member should report to the police, any one who did not attend lessons and if the member is reluctant he should also be reported to the police.

   Location Committee

   a) Report - there was no report.

   b) Formation of the committee: Members were told at large, the importance of Location committees. Every committee is to have not less that six members, 10 house cell leaders included. The secretary will be the location teacher.

   c) Responsibilities of the committee

   1. To make sure that learners attend classes

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c) Responsibilities of the committee

1. To make sure that learners attend classes.
2. To deal with equipment and make sure that the problem is solved.
3. To deal with any other problem arising in the location.
4. The committee should meet frequently at meetings and reports to be sent to the ward secretary.

5. School Days

The committee suggested that it should be on Sunday but it was ruled that the time table should be:
Women to attend on: Monday, Tuesday and Saturday.

Men to attend on: Wednesday, Thursday and Friday.

Appendix II b

35

Primary School,
P.O. Box 7,
Mafia Island.

Ward Adult Education Committee Meeting Bweni

Agenda
1. Adult Education and Protection of rice
2. Ward Council to be at the mosque.
3. Primary School and its Work.
4. Location Committee.
5. Maternity.
6. School Advisory Committee
7. Other items.

The meeting was opened by the Chairman for Adult Education at 9.45 a.m. 35 representatives attended. The agenda was followed closely and the following conclusions were reached.

1. Adult Education and rice protection Permission to be granted for women to close lessons for a month so that they can look after their rice. The request should be directed to the ward executive.

2. Ward Council to be at the Mosque The Secretary told the meeting that the centre of ward is at the mosque so he saw no reason why meetings were not held there. On the other hand meetings at the mosque deal with the two wards which have the same secretary. It was easy to hold one meeting instead of two because the secretary was very busy with children's lessons. Nevertheless they agreed that meetings concerning Bweni only, should be held in Bweni village and that concerning the whole ward to be conducted in the mosque.

3. Primary School and its work Members complained that guarding school rice was making children arrive home late in the evening. The Secretary told the meeting that watching rice programme will be reorganised so that in the evening it could be done by big children.

4. Location Committee The members alleged that locations responsibility was very loose. To this they requested responsibility be restored in a way that they would be free to solve peoples' problems. The secretary explained why such power had been abandoned. After the chairman had ensured that what had happened will not occur again their power was restored. But for those travelling, the whole committee must grant permission.

5. Maternity If a woman gives birth to a child she will be allowed to rest for 14 days after which she will be expected at her location ready to continue learning. If she is still not fit, a physician should certify, otherwise she will be thought of having taken a French leave. Mothers going to give birth should take transfer certificate from their locations to the new ones. The teachers of

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6. School Committee The headteacher told the members that the school committee had a deficiency of 2 women representatives. If these two women are found two men will resign so that the number will remain unaltered. The decision was that information will be passed to the locations and women who were ready to take the posts. In case there were not any then elections will be necessary.

7. Other items The chairman complained that out of the old men exempted, one old man had not been registered. The affair was referred to the committee concerned to deal with it.

The meeting ended at 1.45 in the afternoon.

Appendix IIc

38

WARD ADULT EDUCATION COMMITTEE

1. The meeting was opened by the chairman at 10. 34 members attended. 9 members did not turn up and no excuses or reasons were given.

This meeting was concerned with ward arrangements for Saba Saba celebrations instructed by District Education Officer in his letter Ref. MF/XXV/51 of 11/5/71.

The secretary read out the said letter and informed the meeting what was to be done. The meeting decided that celebrations should be done on ward basis.

The following programmes were accepted.

1. Ngoma and games for Adults
2. Singing, stories and poems.
3. Agricultural and Technical shows.
4. Adult Education competition
5. Procession and public address.

2. How to implement it

a) Six different ngomas were accepted and these were: Kalewa, Mkwaju, Sonondo, Mdurenge, Kidatu and Mwingo. Ngoma leaders were asked to see the celebrations committee for full arrangements.

b) Games recommended were

1. Football for ten house leaders is wazee.
2. Parade (Youth League chairman responsible)
3. Athletics for Adults.
4. Chess and cards playing.

Drama

5. "Vituki vya Masuda" (TANU chairman is concerned)
6. "Msukosuko wa Kedi" (Safi Ali - do -)

(1) Singing

Every location prepare songs and the committee will recommend those which will be good for Saba Saba.

(2) Stories

The elders who have stories can see the committee so that they can be programmed. This applied also for poems but they should be corrected before they are read out during Saba Saba day.

(3) Shows (a) Agricultural show (Development officer in charge)
(b) Technical show (Mzee Rajabu in charge)

(4) Lessons: Kanga Primary School teachers to compose and exam on Reading, writing and Arithmetic for Adult Education competition.in the Ward. The head teacher promised to present the winner with table clock and this was out of his own funds.

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(5) Processions and Public Address: The procession will start from Kanga Primary School to Pwarara, the place where celebrations will be taking place.

There will be address from:

(i) Councillor

(ii) Reconcilliation chairman

(iii) Ngweshani Hatibu (10 house cell leader)

(iv) Central executive for Kanga.

6. Food A decision was made that food should be provided on the day of Saba Saba. So every house had to contribute about 2 pounds of rice. Every man and woman to pay 50 cents for meat and other expenses. The contributions should be collected from his associate. When arrangements are ready they should be forwarded to Saba Saba committee.

7. After all this, a Saba Saba committee was appointed.

8. This committee was urged to try its best and meet those concerned so that all the arrangements successful. These celebrations will start from 5/7/71 until 7/7/71 .

Appendix III

Kilindoni Ward,
P.O. Box 7,
MAFIA.

School Centre Adult Education Committee Meeting - Kilindoni Ward.

The Adult Education Committee has met at Vunjanazi Location. Present Were:

1. Mr. Faki Hassani - Chairman
2. Mr. Shabai Hamisi
3. Mr. Yusufu Haji
4. Mrs. Fatuma Mdowe
5. Mrs. Hemedi Saidi
6. Mrs. Zuhura Hamisi
7. Mrs Hadija Athumani/with the secretary.

They met to make standing orders for the committee and discuss village development programme. School standing orders were also passed.

The meeting was opened by its chairman Faki Hassani who began by thanking the members for coming. The first item discussed by the committee was school attendance. Anybody, from anywhere, whether a man or a woman should register himself/herself to learn. Secondly, the learners must attend school at the right time. If in difficulties he should consult the teacher or a member concerned with affairs. Thirdly, the committee decided that learners should not be permitted to miss lessons unless there is a very good reason for that. Male students (learners are supposed to be in school from 4 to 6 and women decided to go on Mondays for 1 to 9, Saturdays from 2 to 4 and on Sundays from 8 to 10. No student is allowed to come to school drunk. The committee has been empowered to pull such a person out of class. Discipline must be observed and there is no smoking during class hours. If he finds it difficult to bear he can ask for permission. In brief that was all talked at the meeting. The chairman closed the meeting.

ADULT EDUCATION: BALENI WARD

Appendix IV

NO	NAME OF LOCATION	NO.OF MEN	NO. OF WOMEN	KNOW HOW TO READ	TOTAL	
1	UPENJA	25	30	-4	55	Good attendance. 10 Ex 20 text books "First Le
2	KIFINGE	30	40	1	70	Some of the learners ha 12 Books Part I,24 penc
3	MAKONGORONI	-	20	-	20	20 pens needed. Athuma attend lessons. Eye si
4	'A' MKARANGAMA	-	32	-	32	Eye-si ght 8 people
5	KIPORA	17	18	1	35	Requires lessons Part colour eye site - 11 p
6	URUNGWI	24	31	-	55	8 men and 8 women move 25 pens and 10 Part I
7	KIDERE	13	15	-	28	Needed are blackboard,
8	'A' KIPUKA	14	22	4	42	4 Book I, 20 Exercise
9	'B' KIPUKA	14	26	-	40	Attendnace Book, teach 2nd teacher is also re
10	KISIKI	14	18	3	35	7 'Jiendeleze' copies. attend lesson eyesight

: IV

ADULT EDUCATION: BALENI WARD

ME OF CATION	NO.OF MEN	NO. OF WOMEN	KNOW HOW TO READ	TOTAL	REMARKS
ENJA	25	30	-4	55	Good attendance. 10 Exercise books needed. 20 text books "First Lessons Bk. I" 8 have eyesight problems
FINGE	30	40	1	70	Some of the learners have moved to Kilindoni. Required: 12 Books Part I,24 pencils, 1 blackboard, colours, sight(7 people)
KONGORONI	-	20	-	20	20 pens needed. Athumani Tabakis wife forbidden by her husband to attend lessons. Eye sight- 2 people.
A' ARANGAMA	-	32	-	32	Eye-si ght 8 people
PORA	17	18	1	35	Requires lessons Part I 8 copies 8 exercise books, 8 pens, Board colour eye site - 11 people
UNGWI	24	31	-	55	8 men and 8 women moved to some other parts of the district oraway, 25 pens and 10 Part I books needed, sight - 18 people.
DERE	13	15	-	28	Needed are blackboard, dust bin Eye-sight- 10 people
A' PUKA	14	22	4	42	4 Book I, 20 Exercise Books, 2 Jiendeleze, eyesight - 10 people
' PUKA	14	26	-	40	Attendnace Book, teachers guide book, Mathematics exeroise book, 2nd teacher is also required. eyesight - 10 people.
SIKI	14	18	3	35	7 'Jiendeleze' copies. Mr. Saidi Omari registered but does not attend lesson eyesight - 7 people

NO.	NAME OF LOCATION	NO.OF MEN	NO. OF WOMEN	KNWO HOW RO READ	TOTAL	REMARKS
11	NGWENA	13	35	-	48	Out of these who registered before 6 men had r location. eyesight - 12 people
12	MADAWENI	38	55	1	93	30 pencils, 20 part I books, 10 pieces of cha exercise books 5 Jiendeleze, III Mwenge (10)
13	MKARANGAMA 'B'	35	-	9	44	24 Pencils, English Book I, 44 Exercise Books
14	MWERE	19	25	-	44	eyesight - 7 people, A teacher to be added
15	MCHANGANI	35	52	-	87	They learn on different days, women and men st eyesight - 11
16	MLOLA	24	24	1	48	One who knows how to read did not turn up. eye
17	KIPINGWI	26	31	2	59	No problem of equipment. Eyesight - 21 people
18	MADUNDANI	6	5	-	11	No problems at present.
	TOTAL	349	259	22	934	

Problem of Reading: As a whole all the locations are doing very well. It seems as if the teachers are us to teach the alphabet. Many are welcome.

Location Committee: Most location have already formed their committees but some of these do not know the and limitation of power and what they are supposed to do as far as the learners there are concerned.

IMIGRATION: Migration from one location to another or one district to the other was making the least of le from time to time. It also seems some people own two or three houses so such people should be registered in the respective places. This seems to increase the number of learners. Kilindoni appears to be a hiding No stress is being put like outside wards.

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RANGAMA 'B'	35	-	9	44	24 Pencils, English Book I, 44 Exercise Books eyesight - 10 people
RE	19	25	-	44	eyesight - 7 people, A teacher to be added
ANGANI	35	52	-	87	They learn on different days, women and men study at different places eyesight - 11
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THE UKEREWE LITERACY CAMPAIGN

By Simon Malya

BASIC ORGANISATION OF THE LITERACY DRIVE

Organisation at District Level:

It was made clear that as soon as the President said that Ukerewe was one of those districts in which illiteracy was to be eradicated by the end of 1971, the Ministry of National Education sent a proposal to government officials in Ukerewe to the effect that a committee should be formed immediately to deal with the task of fighting illiteracy. A committee was duely formed and was called the Ukerewe District Development Planning Committee. It was to meet thrice per year and it had the following members:

The Area Commissioner - Chairman
The D.E.O. (AE) - Secretary.
The Area Secretary
The District Rural Development Officer
Three Divisional Secretaries
The D.E.O. (ADMIN)
The District TAPA Secretary
The District NUTA Secretary
The District TANU Executive Secretary
The District UWT Secretary
The District TYL Secretary
The Prison Officer I/C of Ukerewe District
The Police Officer I/C of Ukerewe District
The District Agricultural Officer and
The District Health Officer.

At the District level, therefore, there has been a committee of 18 people from various departments and organisations to deal with the task of wiping out illiteracy in Ukerewe. This committee has two characteristics:

(a) it is to meet only three times per year.
(b) its membership is such that when a meeting is to be held most of the members are on safari attending other duties.

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Officials concerned with the task of fighting illiteracy in Ukerewe realised that they would not accomplish much before the end of the year 1971 if they relied on this committee. Although they kept the proposal from the Ministry of National Education and retained the Ukerewe District Development Planning Committee, they formed their own committee at the District level.

.../2

This was the Ukerewe District Executive Adult Education Committee with the following membership:-

The Area Commissioner - Chairman
" D.E.O. (AE) - Secretary
" District TANU Chairman
" Ukerewe District Council Executive Officer
" Area Secretary
" D.E.O's Administration and Inspectorate
" District Rural Development Officer
" Principal, Murutunguru College of National Education
" " Rural Training Centre.

The EXECUTIVE Committee meets at any time a problem related to the campaign arises.

In the opinion of D.E.O. (AE), Ukerewe, the EXECUTIVE Committee has several advantages over the DDPC:-

(a) it meets easily, any time.
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(c) it usually gets a job done.

There are, then, two committees at the District level in Ukerewe to deal with the literacy campaign: The District Development Planning Committee - a proposal from the Ministry of National Education and the District Adult Education EXECUTIVE Committee, formed out of the initiative of the officials charged with the responsibility of implementing the President's directive.

Organisation at Division Level:

In Ukerewe there is no special organisation, no committee, to deal with the campaign at the division level. The explanation is that Ukerewe has five divisions which are thought to be too many for a district of the size of Ukerewe. It was feared that there was a danger of having too many committees if more committees were to be formed at the division level.

Organisation at Ward Level:

Every ward has a Ward Development Committee. In order to handle

" D.E.O. (AE) - Secretary
" District TANU Chairman
" Ukerewe District Council Executive Officer
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Organisation at Ward Level:

Every ward has a Ward Development Committee. In order to handle the literacy campaign properly a new committee was added to the Ward Development Committee as soon as the President's directive was received. It was called the Ward Adult Education Committee and consists of:

The TANU Branch Chairman (who happens to be also the chairman of the Ward Development Committee)
The Ward Executive Officer - Secretary
The Rural Development Assistant plus any other committee

.../3

members so that every Ward Adult Education Committee has at least ten members of whom the TANU Branch Chairman, the Ward Executive Officer and the Rural Development Assistant must be present.

The Ward Development Committee selects at least two leaders from both the Party (TANU) and the government and assigns them the duty of supervising literacy in every ward. In Ukerewe there are 15 wards altogether. For example, literacy in the Bukungu ward is supervised by the D.E.O. Inspectorate and the Ward Executive Officer, Bukungu while at the Nansio ward literacy is supervised by the Prisons Officer I/C of Ukerewe District and the TAPA District Secretary, Ukerewe.

Duties of Literacy Supervisors are:

(i) To encourage literacy
(ii) To visit literacy centres and inspect attendance
(iii) To prepare reports on literacy and send them to the Area Commissioner.
(iv) To despatch literacy materials to literacy centres
(v) To receive and solve problems connected with literacy at the ward level.

Duties of Ward Executive Officers in Literacy Include: preparing weekly reports on literacy and sending copies of such reports to the Area Commissioner and the D.E.O. (AE). These reports must consist of:

- Name of literacy centre
- Number of literacy classes at the centre
- Number of women enrolled
- Number of men enrolled
- Population of the centre
- Total number of enrolment at the centre

Literacy Competitions

Every ward organises its literacy competitions under the supervision of the ward executive officer. In this competition every literacy centre presents two competitors who challenge other competitors from other centres in a reading and writing bout and all competitors should have begun learning to read and write from early 1971. Then every ward presents 3 competitors to compete at a divisional level.

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Literacy Presents

1. The division with best performance in literacy gets 3 photographs: the President and his two Vice-Presidents.

2. The division with second best performance gets a small shield, while,
3. The third division gets a small drum.

The best lady literacy student gets a kitenge while a man gets a shirt.

Time-table for Campaign

Ukerewe District consists of seven islands of which Ukerewe Island is the biggest. Total area is over 250 square miles. It was therefore estimated that it would take the whole of January to enumerate illiterates, February and March to conduct a campaign, April and May to establish literacy centres at the rate of one literacy centre per every two or three cell leaders and the remaining seven months for the actual literacy teaching.

Pre-campaign Surveys

There was one major survey, namely, that of enumerating, the purpose of which was to find out how many people were illiterate and how many people were literate in every ward. To accomplish this exercise enumeration forms were used. An enumeration form was designed to collect the following information:

A. 1. Name of cell leader
   2. Name of village
   3. Name of ward
   4. Name of division
   5. Name of illiterate persons 1,2,3,4 etc etc.

B. 6. Total number of adults who were literates in the area of the cell leader.
   7. Signature of the cell leader
   8. Date.

The cell leader was required to fill the enumeration forms in triplicate and distribut copies as follows:

One copy to be retained by the cell leader himself

One copy to be sent to the relevant literacy centre or the relevant Primary School

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It was pointed out that the survey, apart from making it possible for the officials concerned with the campaign to know the number of illiterates and where they existed, also publicised the whole idea of wiping out illiteracy in the District. This was because people were curious as to why they were being enumerated. As the enumerating officials explained the purpose of the survey the idea of the campaign spread all over the District. A further result of the survey was that once the total number of illiterates was known it was found necessary to establish the various literacy committees mentioned above. It is

most likely that few illiterates would have responded to the campaign if this survey had not been conducted.

Estimated Illiteracy Rate Before the Campaign

As a result of the survey conducted prior to launching the campaign in early 1971 and a result of the general census conducted in 1967 it was estimated that since the 1967 census showed that there were 109,000 people in the Ukerewe District and since the enumeration of illiterates in January 1971 showed that there were 36,000 illiterates in the District then the percentage rate of illiteracy can be computed thus:

$$\frac{36,000}{109,000} \times 100\% = 33.03\%$$

Please note: The latest official population figure of the Ukerewe District was obtained in the 1967 census as 109,000 people. Four years later i.e. 1971 this figure must have changed considerably. Therefore, the rate of illiteracy 33.03% is most probably an overestimated rate.

Estimated Budget for the Campaign

Officials dealing with the campaign in Ukerewe find it difficult to say how much money was put aside for the campaign because:

(1) Funds for the campaign were channeled through the budget for adult education activities from the Regional Education Office at Mwanza.

(2) Several Ministries have been inv[illegible]ved in the campaign and

(3) Contributions from the Ministries [illegible]olved, including the Ministry of National Education itself has not always been in cash. For example, vehicles belonging to the Ministry of Regional Administration have been used to provide transport while they were at the same time performing duties for their Ministry. Another example: Officials from TANU, NUTA, TAPA and ministries other than the Ministry of National Education have helped to teach literacy classes, enumerate illiterates or supervise literacy classes without being paid.

However, if materials, the value of which can be measured monetarily, are considered, it is estimated that 5,000/- was the

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However, if materials, the value of which can be measured monetarily, are considered, it is estimated that 5,000/- was the budget put aside for the campaign. This does not include 'honorary' payment to be given to Volunteer Literacy Teachers at the rate of 30/- per teacher per month. Materials here include chalks, pencils, exercise books and portable writing boards and literacy primers.

Sources of Financing:

Ministry of National Education is the only source of finance so far although other institutions and ministries such as the Ukerewe District Council and the Ministry of Regional Administration have contributed to the campaign in kind.

Cooperation with other Agencies

TANU has played an important role in the campaign. As will be noted under (a) above in all committees at the District, Division and Ward level there are TANU representatives. TANU officials helped in the enumeration of the illiterates. TANU officials helped in organising mass rallies to publicise the message of the idea behind the campaign. In short, even though TANU has not given money to assist the campaign yet as an institution it has played a leading role in co-operating with other institutions and particularly with the Ministry of National Education to ensure that the campaign is a success.

It is to be noted that the campaign at Ukerewe has not been seen as a task to be performed by the officials of the Ministry of National Education only. All ministries have, under the leadership of the Ukerewe Area Commissioner, co-operated to make the campaign a success It has been noted earlier on, for example, that the Ward Development Committee is empowered to select two leaders from both the Party and the Government and assign them the duty of supervising literacy in the wards. The D.E.O. (AE) pointed out that it is not an exaggeration to say that all ministries have cooperated with the Ministry of National Education and TANU as well they could. The only thing they have not been able to provide directly is money. Ukerewe does not have many voluntary agencies. The Ukerewe District Council is the only significant voluntary agency in the District and it has not lagged behind in contributing to the cam ign although it has not been able to provide cash.

Implementation of Decisions

The literacy campaign in Ukerewe is a task that has been undertaken by leaders from all walks of life. Leaders from TANU and government ministries have co-operated satisfactorily to ensure that the campaign becomes successful. Starting from the

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Implementation of Decisions

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all institutions including TANU, NUTA, TAPA, TYL, UWT and different ministries have been assigned different jobs to do in the campaign and the DEO (AE) reports that most leaders have done their jobs reasonably well.

Important decisions regarding the campaign were made in the various literacy campaign committees in which representatives of different grades from TANU sit. Since all committees finally make reports to the Area Commissioner it has been possible to check leaders who have not implemented committee decision by reporting them to the Are Commissioner at once. The D.E.O. (AE) observes that while on the whole leaders have tried to implement decisions made by various committees it is regreted that leaders who are already literate have not fully participated in teaching in literacy classes. They have tended to see this job as one which should be performed by primary school teachers and literacy volunteer teachers.

THE FIELD ORGANISATION

Number of Classes

Statistics from various literacy centres and Primary Schools show that by the middle of June, 1971 there were 407 classes in progress. By the middle of July 1971 there were 500 classes. It is not clear whether or not there is an upward trend. Possibly there were classes which had not been reported in June.

Location of classes - where they are held

Of the 500 classes 359 are held under trees (it rains quite frequently in Ukerewe!) 48 in primary schools, 93 in huts built under self help schemes and houses belonging to individuals.

Number of Adults Enrolled

By 8th July 1971 some 26,000 adults were known to have enrolled. But, as is the case with most adult education programmes the problem of the drop-outs has crept in. It is estimated that of the 26,000 adults enrolled 18,000 adults were attending regularly in July 1971. The % rate of drop-outs is 30.77.

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But then July is the harvesting season - cotton perishes easily if not harvested in time - a fact that seems to account for this rather high rate of drop-outs at the time of the last visit.

Frequency of class meetings

Classes are free to meet as often as they wish provided that the teachers and the students agree on what is convenient to them. Generally speaking, however, classes meet at least thrice a week.

Size of classes

The size of an average class ranges between 35 and 40 students. Some classes have started with as many as 50 students but have been faced with the famous problem of drop-outs. Literacy teachers have been requested not to send away any illiterate adults on the grounds that the number of classes was already too big. They have been advised to split large classes into two or more separate classes rather than discourage adults by turning them away.

Composition of Classes by sex

As was noted above, 18,000 adults were attending regularly in July 1971. It is estimated that about 75% of these are females. Hence: the composition of classes by sex can be roughly computed thus:

$$\left(\frac{75}{100} \times 18000\right) \text{ females} = 13{,}500 \text{ females}$$

$$\left(\frac{25}{100} \times 18000\right) \text{ males} = 4500 \text{ males}$$

Methods used:

Only one method has been used so far in the literacy campaign. This is the direct method whereby a literacy teacher demonstrates on the board what is to be done then he assigns exercises for either the individual students or the whole class and he supervises and marks trying to help those students who need his assistance.

TEACHERS

How many are there?

When I paid the first visit in June 1971 there were 207 Primary School Teachers and 498 Literacy Volunteer Teachers involved in the Ukerewe Literacy Campaign. Therefore, there were 705 teachers teaching literacy in Ukerewe by June. By July same year the number of primary school teachers involved in the campaign was still 207 while the number of literacy volunteer teachers had risen to 595 so that there were altogether 802 teachers. Between June and July the number of literacy volunteer teachers rose by 97. A

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Training

The training received by the teachers has had a bias towards functional literacy. There are two reasons for this. First, for administrative purposes, Ukerewe is a district within the Mwanza Region where the Functional Literacy Project Headquarters is stationed. Secondly, the Functional Literacy Project is about the only institution with sufficient personnel and funds to undertake

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training in the field of literacy. Of course, there is also the Institute of Adult Education but teaching Literacy was not regarded as our field until very recently. The subject matter of the training provided by the Project included:

(a) The concept of Functional Literacy
(b) Methods of teaching Functional Literacy which included the Discussion method and the Direct method.
(c) Intergrating Agriculture with Functional Literacy
(d) The place of Visual Aids in Functional Literacy
(e) Teaching Practice in Functional Literacy
(f) Recruitment and selection of literacy volunteer teachers
(g) Recruitment of literacy students.
(h) Follow-up materials.

It will be noted that although the teachers received a training that was Functional Literacy- oriented, Ukerewe is not included in the UNDP Work Oriented Adult Literacy Pilot Project. For this reason the Project has concentrated only in the areas where the experiment is being conducted and has not been able to provide as much assistance as it would have wished to the Ukerewe Literacy Campaign. This means that the literacy teachers have actually been teaching traditional literacy even though they have received training in Functional Literacy.

UNDP Work Oriented Adult Literacy trainers provided the training to:

14 Ward Executive Officers
11 Civil Servants from Kilimo and Rural Development
47 Primary School Head Teachers
10 TANU Youth League Members
10 TANU Branch Secretaries
3 Division Secretaries

Thus 95 literacy teachers have been trained by the Project during a four day seminar in September 1970. The DEO (AE) Ukerewe has also trained 112 primary School teachers plus 595 literacy volunteer teachers. The D.E.O. course took the form of a one day course in February 1971.

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Teachers' Qualifications:

Teachers' qualifications vary from:

Grade A with two years in teachers' training colleges after form IV

Grade B with two years in teachers' training colleges after Std. 10 or above

Grade C with two years in teachers' training colleges after Std. 8 or above.

Voluntary teachers are Std. 7 and 8 leavers without teacher training background. As indicated in 3 (a) above there are 207 primary teachers and 595 literacy volunteer teachers. Of the 802 literacy teachers only 15 are females.

Payment of Teachers

Primary teachers receive their regular monthly salaries. No extra emoluments for teaching literacy no matter how hard they may work since this task has been assigned to them as part of their duty to the nation.

Voluntary literacy teachers, on the other hand, receive an honorary pay at the rate of 30/- per month for every successful literacy class they run.

Materials

Ukerewe is using the functional literacy primers developed by the Work Oriented Adult Literacy Pilot Project. Specifically the Ukulima wa Pamba Bora, books 1 and 2 and Utuzaji wa Jamaa. In addition to these literacy primers large numbers of portable black-boards, pencils and exercise books were used. The old primers, Jifunze Kusoma 1 - 3 were discontinued in Ukerewe as the functional approach was prefered. In fact the amount of practical work to accompany the functional primers was very limited.

The supply of the various materials for the campaign was far from sufficient, even though 50% of all Lake Region supplies were diverted to Ukerewe. Pencils and exercise books were in greatest shortage, as in all of the districts that were conducting campaigns.

Follow-up materials

As in all literacy campaigns, the question of follow-up materials for the newly literate adults is very important. There were no follow-up readers provided by the campaign and generally the chance of getting anything else to read was quite remote. Copies of Urusi Leo, Kwetu, Habari Za Kwetu Ukerewe and a number of books supplied by Tanganyika Library Service were very popular and disappeared from the DEO's office as soon as they were noticed. Books that are in demand as follow up readers include: Pamba Primers, Uvivu Bora, Utuzaji wa Jamaa, Afya, Elimu ya Nyumbani, and Siasa Ya Nchi Yetu.

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The Standard, the Nationalist, Uhuru and Ngurumo all reach Ukerewe, but they very seldom get out of Nansio and Murutunguru, the largest towns. Film Tanzania also reaches Ukerewe and is very popular. There is a need for much wider distribution of newspapers and booklets as well as continued expansion of the rural library service of TYS. Follow-up materials need to be planned as an integral part of the campaign along with the primers, pencils and blackboards.

Evaluation

A plan for testing the new literates which involved three steps was worked at. The person to be tested would first read aloud a previously unseen passage. He would then write a passage that was read by the judges and finally the learner would be required to answer written questions on the subject. It was thought that it would take about one year for most adults to pass the test. By the official end of the campaign very little testing has been done on Ukerewe and the results of the campaign were based almost exclusively on the enrolment figures accumulated from each centre.

Problems in the Campaign as seen by the Organisers

The problems encountered by the organisers can be briefly listed as follows:

1. Convincing illiterate persons that they should learn to read and write.
2. Maintaining attendance.
3. Obtaining enough materials.
4. Finding enough teachers. (there seemed to be reluctance on the part of those already literate to help. The more educated a person was, the least likely he was to help).
5. Transportation was insufficient.
6. Social functions such as beer drinking and ngomas are a constant interruption.

Problems in the Campaign as seen by the Teachers

1. Primary school teachers felt that they were already overloaded with work involving teaching children.
2. Voluntary teachers had great difficulties with the monthly stipend. They were at first paid 30/= for each successful class per month. This was later reduced to 20/= and for many teachers the monthly payments were as late as six months. For still others, the money never arrived. This led to a great lowering of morale among the voluntary teachers.
3. The supply of primers, exercise books and pencils was insufficient.

Problems in the campaign as seen by the Participants

1. Most of the adult population over 30 do not see the importance of literacy for themselves. Their feeling is that if their children who finish Std. VII come home and have nothing to

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Overall remarks

The public response to the campaign, despite the uncertainty as to the value of literacy, was larger than the supply of primers, exercise books and pencils. Many people as a result were enrolled but never had a chance to read a primer of their own. Often the materials had to be shared among many people, making rapid progress difficult. In other cases that materials arrived long after the classes had been formed and those who were enrolled had lost interest and were reluctant to return. In many cases, however, the contests and traditional fines imposed on those who did not attend were enough to maintain quite a high attendance. Had more materials been available, the number of literates would have been very close to the enrolment figures.

In addition to the shortage of reading and writing materials, there was generally a shortage of funds specially set aside to use for the literacy campaign. This resulted in the cutting of the honoraries to voluntary teachers after the campaign was underway, discouraging many of the volunteers. The shortage of transportation was also felt in supervision and distribution of materials.

Given the difficulties, which are always more prominent in experimental campaigns, the fact that about 90% of the illiterates were enrolled in classes is quite encouraging. Clearly the enthusiasm and hard work of Mr. Sadiki, the Area Commissioner, and Mr. Fussi, the DEO Adult Education, have produced significant results. It is hoped that the progress made during the year of the campaign will not be left once the year has gone, and that those students who have made such solid beginnings will be able to continue to permanent and productive literacy.

MASASI DISTRICT 1971

by

P.J. Mhaiki

People interviewed:

Regional Education Officer - Mtwara
District Education Officer (Adult Education) - Mtwara
District Education Officer (Adult Education) - Masasi
Area Commissioner - Masasi
TANU Chairman - Masasi
Area Secretary - Masasi
Agriculture Officer - Masasi
People at 10 adult class centre

Masasi District is in the Mtwara Region. It borders Tunduru District in the south, Newala and Mtwara and Lindi on the east and Nachingwea on the west. Main tribes are Wamwera, Wayao, Wamakua and Wamakonde. Total population, according to 1970 Small Pox census is 227,858. The main occupation of the people is farming. The main cash crop is cashewnuts. Food crops are cassava, rice, maize and millet. Animal husbandry is rare and so meat is rare but as cattle have been introduced now meat begins to be common.

People are mostly Christians. (Roman Catholics and Anglicans) but with some Moslems. Most Primary Schools were funded by Christian missions and very few by the Local Government. Most of the literate and educated people in the District are Christians. Although there used to be 140 Primary Schools in Masasi District these have been reduced to 104.

In 1971 President Nyerere declared that Masasi District should be completely literate by December 1971. The main reason for selecting this District was the fact there are many Primary Schools. Literacy was thought to be high compared to other District in Tanzania with the exception of Bukoba and Moshi Districts.

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The Census:

In March 1971 the District Development and Planning Committee together with TANU and the Education Office started plans to eradicate illiteracy in Masasi by conducting a census of the illiterate people. A form was designed. This was distributed to Wards and 10 cell leaders to collect statistics. When results were collected it was found that out of a population of 227,858 people about 60,000 people were illiterate. This was rather a surprise, because the prevailing notion otside Masasi was that there were only a few illiterate people. The illiteracy element has been increased by immigrants

from Mozambique and also by the fact that fees are payable in Primary Schools. Many parents have either not sent children to school or withdrawn them from primary school.

The Political Campaigns:

After the size of the problem was identified the next step in the planning stage was the campaign in March 1971. This was a drive to make the campaign known to the people and to motivate them in order to make all illiterate people participate fully. The campaign was spearheaded by the District TANU Chairman, the Area Commissioner, Members of Parliaments and their respective counterparts in the Divisions and Wards. These organised public meeting to explain the meaning and importance of the campaign in the Wards and Villages. Altogether 37 meetings were held in March 1971, covering the whole of Masasi District. The schools: Primary, Secondary and Colleges of National Education had an important role to play during the campaign. At every meeting of the campaign the local schools, had to set a dramatic atmosphere of the meeting by processions, singing, dancing and carrying posters and cards with slogans like "FUTA UJINGA" etc. They would also sing words of significance to the campaign. The response was great.

The Programme Follow-up:

This campaign was followed by detailed programmes by the District Heads of Government. These split in 8 groups. Each Department head is accompanied by TANU members at the District, Division and Ward level. They address the public on specific programmes. So the District Education Officers followed the political campaign to explain about the implementation and administration of adult education campaign, the arrangments of materials such as books, chalks, exercise books, blackboards, pencils, the employment of voluntary teachers, the payment of honorarium, the formation of Divisional Ward and Class Adult Education Committees and the collection of statistics were all explained. The procedure of opening adult classes, especially outside the schools, were explained. Classes opened outside schools were 519.

The Training of Teachers:

The District Education Officer (Adult Education) conducted

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The Training of Teachers:

The District Education Officer (Adult Education) conducted one day traihing seminars of Secondary Schools students in Masasi Girls Secondary School, Ndanda Secondary School, Chidya Secondary School and Ndwika College of National Education. Now there are 430 students participating in teaching. Two day training seminars were conducted to voluntary teachers and now about 640 voluntary teachers participate in teaching.

Co-operation of the DEO(AE)in the Region:

To speed up this training District Education Officers (Adult Education) from other Districts had to come to Masasi to help in the training of these teachers. When the teaching started in April all the District Education Officers (Adult Education) had to come to Masasi help the distribution of materials, e.g. books, blackboards, and pencils. The co-operation continues until now. Each District Education Officer from an other District has to stay in Masasi District at least for two weeks at a stretch to assist the DEO (AE) in Masasi. This assistance is in addition to what he gets from the DEO (Administration) and the DEO (Inspectorate) who are in the office with him.

Co-operation with other Ministries:

TANU and TAPA have taken the front role in evangelising for adult education and motivating the people. There isn't anyone in Masasi who is not aware of the news. In fact TANU has made it clear that there must be division of labour. TANU will do the political motivation and the Government Ministries will implement the programmes. TANU and TAPA have done this very effectively through a political campaign in March and now they are carrying on a second and final campaign in October which will end on the 30th of October. This final campaign is meant to bring out the remaining hide outs and spur the people to make the final effort in order to complete the task before December 1971.

On the implementation side the main responsibility has fallen on the Ministry of National Education in training teachers, distributing materials, supervising, paying of honorarium, recruitment of teachers, finding transport, etc. The work has proved strenuous in the face of many difficulties. One of the difficulties has been to get enough co-operation from the servants of other ministries. This difficulty has been due to pressure of work, lack of manpower, lack of sufficient appreciation of the value for adult education and also to some extend absence of directives from higher authorities in their ministries. The last mentioned cause is perhaps crucial. Assistance

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Participation of Secondary Schools and Colleges of National Education:

Ndanda Secondary School	-	31 student teachers
Chidya Secondary School	-	35 student teachers
Masasi Girls Secondary School	-	100 student teachers

In Ndwika College of National Education all staff and students participate. The school teaches and supervises 16 adult class centres around the school.

Supervision of Classes:

Various aspects need supervision. The Adult Education Class Committee choses a chairman and chooses the teacher. The chairman and the teacher supervise attendance. Each headteacher is in charge of a number of class centres away from his school. He supervises the teachers and is supposed to give them occasional training too. He is also responsible for collecting statistics. The District Education Officer (Adult Education), and the other District Education Officers supervise all class centres and try to solve problems. Local political heads and civil servants visit class centres to identify problems and try to solve them or pass them to the Ministry of National Education Officers. The adult students very much like to be visited by responsible officers and by visitors from other places. They feel very much encouraged.

Testing:

There has been no testing of literacy classes so far. (December 1971). Discussions are going about the form of testing and evaluation of literacy. The District Committee does not seem to favour written testing. They would like to see an assessment based on their daily performance and then declare able people literate.

The Campaign in Operation:

The policy was to open each new class officially by some political or government head, but the motivation by TANU was so perfect, the enthusiasm was so high and the response of the people so positive that classes sprang up like mushrooms and employed teachers multiplied so fast, that it was not possible to open all the classes officially. The list of teachers who should be paid honorarium was always out of date and the honorarium of Shs. 30/- per month

Jamaa, Kiya, Elimu ya Ayamboni, and Chanika [illegible]

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As usual more women attend then men. At some placess persuasion was necessary to get men and women sit together in the same classes as they do at the pombe places.

It took sometime to get the first Literacy Primer Book I, the blackboard, the chalks, the exercise books and the pencils. Work began as supplies arrived and the number of attendants swelled. Besides the literacy classes - Political Education was given to all, aspects of homecraft were given to women depending on the availability of teachers from the schools or Maendeleo. Occasional lessons on health were given if a health officer was available. Depending on the competance of teachers and availability of materials, more adults were encouraged to join and depending on the weakness of the teachers and scarcity of materials more people were discouraged. Some ingenous teachers made their adult students write on the floor because of the lack of materials. Some adults classes meeting under cashwnut trees have volunteered to build temprary shelters out of poles, that and mud. There are now about 70 such shelters scattered around the district. The campaign contiued and about June many people had finished Book I of literacy primer. The slower adults and the poor attendants were still battling with literacy primer Book I by October 1971 at various stages. Because of lack of second stage primers those who had finished Book I either tried much harder books or repeated Book I or practiced writing. Going round one afternoon, I found a classs practising to write a letter, one of them wrote this:

"The Area Commissioner, I have finished reading Book I, where is Book II now? Shall we go on reading Book I until 1972? You told us that we have to be literate by December 1971. Please bring Book II as soon as possible".

I sent this letter to the Area Commissioner who promised to answer the class!

Due to unforeseen problems connnected with materials and honoraria enthusiasm has waned. In addition, Uraka (an akaholic drink made from cashewnut fruit) and Ramadhan (Moslem fasting period) have meant that regular attendance has become a problem. After discussions in relevant committees it has been agreed that there should be no drinking before 4 p.m. so that people can attend adult classes. A second political campaign started in October to end of the 30th of October. This campaign is aimed at reciving the spirit and bringing out the last hide outs. But the leader of the

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The Area Commissioner said that the task could have completed by August 1971 had there been enough materials. The Area Commissioner insisted on the following as I left his office:

1. Materials should be brought urgently.
2. The voluntary teachers should be paid quickly at Shs. 30/= per month and not Shs. 15/-. During the Campaign TANU heads had promised people Shs. 30/=. It is embarrasing to change this statement.
3. Whatever materials there are in Masasi should be distributed at once.
4. District Education Officers of Masasi and other Districts in Mtwara should co-operate in the distribution of materials and effecting quick payments.

When asked whether he thought Masasi would be literate by December, he says that given all the materials the District would be 95% literate. The Regional Education Officer of Mtwara also thinks Masasi will be 95% literate, but the District Education Officer (Adult Education) and the Acting Area Secretary think that 75% to 80% is more realistic.

Social Change:

The Area Commissioner, the Regional Education Officer and the District Education Officer (Adult Education) were asked to comment on the question whether, so far they noticed any development in the people which could said to be a result of this Adult Education campaign? They all seem to agree that people have become much more politically aware and their participation in discussions in public meetings has increased. An example was quoted of an adult studen who asked whether the Parliament has passed a law that all adults have to attend classes in Masasi? The man explained that he had tried to find out from his M.P. if in recent parliament sitting they passed such a law. This kind of question made the Area Commissioner think quite a bit how to explain it! When adult people are asked about the benefit of adult education they invariably say that they are grateful because now they begin to see light by being able to read and write and by learning Siasa (political education)

There are social aspects and customs in Masasi among the Wamwera and Yao that do not go well with development and it is hoped that adult education will induce the required change and development. One of the customs is 'Limbumba'.

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Any houses or crops are left with the wife. The father can start all over again elsewhere. This custom raise the problem of the education, training and discipline of the children and the economic security of the husband and the wife. It also weakens the commitment of the husband in development projects in the home and in the village. The Regional Commissioner, the Area Commissioner, and TANU and Government leaders have noticed this to be a hindrance to quick development. The educated Mweras gradually break away from this tradition and found families which have the man as head of the family. There are also remnants of a fast dying social custom of Mwinyi. A Mwinyi is an honoured and respected person whi is not supposed to work. Other people are supposed to work for him.

Problems faced:

There are a certain problems faced by the campaign in Masasi District. Whether the Masasi people will be 100% literate depends very much on how quickly some of these problems are solved:

1. Lack of Materials:

   The political campaign was well planned and has been very successful in bringing people out to attend classes. Book I of the literacy primer came late, and materials like blackboards, exercise books and pencils came in slowly. Some people in places resorted on writing with fingers on the dust! In many places Book I of the Primer has been covered and there are no Book II, even as late as October. Other materiasl are still in general shortage. Even with the available materials distribution has been slow due to lack of manpower, lack of transport and the multiplicity of class centres.

2. Training of Teachers:

   As noted, the minimum of training was given at the start to Secondary School students, Primary School Headteachers and to Voluntary teacher. Due to lack of funds, shortage of manpower, lack of transport, distribution of materials, collection of statistics

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2. Training of Teachers:

   As noted, the minimum of training was given at the start to Secondary School students, Primary School Headteachers and to Voluntary teacher. Due to lack of funds, shortage of manpower, lack of transport, distribution of materials, collection of statistics and compilation of reports it has been impossible to do any follow up training of teachers or hold new training seminars for newly recruited teachers. The training of teachers is very important because it would reduce dropouts considerably. The literacy work could be accomplished in half the time.

3. The paying of honorarium:

Throughout the campaign period it was made clear that a honorarium of Shs. 30/= per month would be paid to voluntary teachers. Due to financil administrative problems there have arisen many complaints because either the cheque had not arrived from Dar es Salaam or it was not paid on time. At the beginning of the 1971/72 financial year it was explained that due to stringent economic measures the honorarium was to be reduced to Shs. 15/= per month. This news dishearted the teachers and disturbed the political heads who had announced about the Shs. 30/= honorarium. By October the District Education Officer (Adult Education) in Masasi had received a cheque ofShs. 30,000/= to pay honorarium. The Area Commissioner insisted that the teachers be paid Shs. 30/= and not Shs. 15/=

4. Drinking:

Masasi has the cashewnut as cash crop. A drink called 'Uraka' is made out of the fruit and 'NIPA' a spirit of very high alcoholic content is also made out of the fruit when the fruit is in season, as it is in October. Drinking out of hours has caused poor attendance. Adult Education Committees have tried to deal with the problem by agreeing that drinking should not start before 4 p.m.

5. Participation by post Primary School teachers and students:

As noted above, only Ndwika College of National Education staff and students have been fully committed to the campaign. The number of students and staff involved from the other post primary school is minimal.
If all school manpower followed the example of Ndwika, much more could have been done.

6. Participation by other Ministries:

As elsewhere Adult Education is looked upon as the work of the officers of the Ministry of National Education only. In Masasi TANU leaders at various levels have understood their responsibility in Adult Education

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6. Participation by other Ministries:

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KILIMANJARO DISTRICT

C.K. Maganga

BASIC ORGANISATION

A. THE COMMITTEES

The District Adult Education Committee (a separate entity from the District Development Committee) was the chief body in charge of the campaign in the District.

The District Chairman of TANU was its Chairman and the DEO (Adult Education) its Secretary. Members included District heads of governments, TANU and NUTA District Officials as well as the Moshi Town and Kilimanjaro District Council officials: the Deputy Town Clerk and the Kilimanjaro District Council Executive Secretary.

It met regularly (once a month) at the TANU District Office in Moshi. During its sessions it heard reports on the progress and problems of the campaign.

For example, it received information and records regarding:

(a) Total enrolments in the District in comparison with the estimated total number of illiterates in the District.

(b) The total number of learners who had completed two primers.

(c) Total number of centres as well as places or wards where attendances were declining.

Thus by the mere fact that such reports and problems were exposed to this committee an interest was aroused among its various members so that they supported the campaign by involving the various ministries and organisations they represented.

One can say that the District Committee structure and functioning was an important coordinational and supervisional element in the literacy campaign.

There were, below the District Adult Education Committee, the Divisional Adult Education Committees. It is unfortunate that none of the researchers got sufficient information as to their functioning However, from the District Education Office of Adult Education it was learnt that the Division Adult Education Committees had similar structural arrangements like the District Adult Education Committee with representations from Government Ministries as well as TANU and Local Administration. It is difficult to tell how well they functioned as none of the Educational Officials seemed directly represented at this Divisional level. Indeed it is also difficult to be sure whether such committees were set up in every Division although this is implied in the District Education Officer's report.

Below the Divisional level were the ward Adult Education Committees. There were about 40 in Kilimanjaro District. They were

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One can say that the District Committee structure and functioning was an important coordinational and supervisional element in the literacy campaign.

There were, below the District Adult Education Committee, the Divisional Adult Education Committees. It is unfortunate that none of the researchers got sufficient information as to their functioning However, from the District Education Office of Adult Education it was learnt that the Division Adult Education Committees had similar structural arrangements like the District Adult Education Committee with representations from Government Ministries as well as TANU and Local Administration. It is difficult to tell how well they functioned as none of the Educational Officials seemed directly represented at this Divisional level. Indeed it is also difficult to be sure whether such committees were set up in every Division although this is implied in the District Education Officer's report.

Below the Divisional level were the ward Adult Education Committees. There were about 40 in Kilimanjaro District. They were headed by the TANU Branch Chairman who acted as chairman and the primary school Headteacher in charge of Zones (each ward represented a zone for Adult Education purposes with one zonal coordinator who was a headteacher in one of the Primary Schools within the ward). Members included the Ten-cell leaders from the whole ward as well as all the headteachers of the primary schools within the ward and all the tutors and teachers in charge of Adult Education in Colleges of National Education and Secondary Schools.

In the estates, instead of ward adult education committees "Estate Adult Education Committees" were formed with the Estates Manager as Chairman and the NUTA Secretary as secretary. There were rather difficult to form and reluctance was experienced especially among a number Estate managers in letting their workers join in the campaign although this was solved after a while.

The Personnel running the Campaign

The personnel involved in the campaign included a hierarchy of officials as follows: (a) District Education Officer's Adult Education. (One for town and one for Rural) (b) District Education Officer's Administration and Inspectorate; Supervisors for each Division; (c) Zonal Coordinators, Supervisors for each ward; (d) Primary school headteachers, Supervisors and Organisers for each school or centre.

The significance of the hierarchy of organisers will be indicated later in this report, but it is important to note that day to day problems in which different wards and Divisions were often overcome by this hierarchical arrangement whereby different Education Officers were given responsibility over smaller areas which they visited while they went around in their other duties and encouraged the learners as well as collected information regarding the campaign.

The Zonal coordinators had the following duties:

(a) To solve minor problems, e.g. decline of attendance

(b) To forward information regarding supply of materials to the District Education Officers

(c) Collect attendance and enrolment figures and monthly reports from various primary schools in their zones including payment claims for voluntary teachers.

(d) To conduct ward committee meetings including the making of contacts with the ten-cell leaders on problems of attendances and recruitment for enrolment.

These seemed to function well in most places although in some places such as Marangu, the coordinators were not aware that they had all the above responsibilities to carry out. One of them said that he was merely to conduct meetings on Adult Education in his area.

Besides the Ministrial hierarchy TANU had their own recruitment and mobilization hierarchy. The top level the District TANU Executive Secretary supervised the Branch Executive Secretaries. They in turn, held public meetings in different places to explain to the people the importance of adult education. In addition, they paid visits to centres to encourage people to enroll. This in most cases had favourable effects.

Slogans like:

"You citizen - learn

You TANU member - learn

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Slogans like:

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Cooperate in removing
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seemed to be quite effective. There were a number of seminars held to brief the TANU Executive branch secretaries on what roles were required of them to play. While at the village level the Ten cell leaders were involved in recruitment of literacy learners from among their respective ten-houses, and in many places the illiteracy ten-cell leaders were obliged - by the sheer fact that they were leaders - to join in classes themselves.

.../3

NUTA's personnel were involved mainly in organising literacy classes in Moshi town factories as well as the Estates where there were large numbers of illiterate people.

CHURCHES

A number of interviews with churchmen and pastors indicated that churches had always been teaching adult literacy so as to enable people to read the bible and other religious books - although this was not so much emphasised before. But churches had taken more responsibility at the on set of the campaign, a number of religious classes were combined with literacy teaching. Churchmen were also giving publicity to the campaign on Sundays during their sermons. Their influence on christians, gave the literacy campaign a greater popularity and stressed its importance among the Christian illiterates. A number of Catholic nuns in Kibosho and Rombo volunteered to teach classes to the christian women around their parish.

Some pastors in Machame went as far as giving talks on the importance of joining literacy classes, as this, they said, would enable the christian to learn more about religion and to understand Swahili which means the medium of instruction used by their church and to be able to read religious newspapers like "Uhuru na Umoja" and to understand the radio broadcasts from "Sauti ya Injili" (Voice of the Gospel).

Thus with all this personnel it was possible to mobilise the people so as to join classes as well as to maintain high attendances levels.

THE STEPS TAKEN TO LAUNCH THE CAMPAIGN

The first step was a meeting of the Regional Development Committee held on January 14th shortly after the announcement by the President on the elimination of illimination of illiteracy in the whole of Kilimanjaro Region. This Committee, chaired by Regional Commissioner of Kilimanjaro Region was attended by Government and TANU representatives. The main business it had to discuss was plans on how to organise the campaign as well to review practical problems that had been higher to experience.

The Regional Education Officer was asked to explain to the meeting, what his ministry in the Region had gathered as basic obstacles or problems during the previous year.

The following were the chief problems:

1. Little participation from TANU and other Ministries
2. Neglect of Adult Education Committees - on attendance of members as well as general indifference among field extension officers to literacy
3. A meagre response ofpeople in Towns to literacy classes.
4. Problem of organising classes for adults living far from

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4. Problem of organising classes for adults living far from primary schools and the problem of educating nomadic people like the Masai.

They then discussed each of these problems and decided on a number of solutions:

(a) That the campaign to be put in the hands of TANU who should work hand in hand with the Ministry of National Education.

(b) Seminars to be held to explain to the Ten-cell leaders their role

(c) A census of illiterates was to be done throughout the Region; the ten-cell leaders ward committees and divisional committees were involved in this enumeration.

(d) New centres were to be established for people living too far away from any schools, and more voluntary teachers were to be recruited.

After this meeting a number of seminars were called by the Ministry of National Education in corroboration with TANU. These were geared to explaining to TANU and Local Government leaders their roles in the campaign. It may be stated here that these meetings were of great help in overcoming theproblem of lack of cooperation from TANU local leaders in the campaign.

It has been experienced before that problems connected with recruitment of learners and the problems of drop-outs/regular attendances could be overcome if TANU was more involved. Indeed in some of the wards a number of by-laws were made locally by TANU leaders for people who belittled the campaign. Another step taken by the administrative machinery was the holding of a census of illiterate persons in the District.

It has been decided previously that the ten-cell leaders would help in the enumeration of illiterates in their ten-cells. After a number of meetings held between the District Education Officer Adult Education and Tanu Divisional Secretaries, a circular was issued to all ten cell leaders countersigned by the District Education Officer Adult Education. It instructed them to sendthe list of all people in their cells whom they knew to be illiterate.

Notices that each ten cell leader was to give a list of names of illiterates in their cell were also sent to every TANU Branch Office.

Originally it had been recommended by the Regional District Committee a sort of questionnaire be prepared by the Ministry of National Education at the Regional level which would be distributed to all ten-cell leaders requiring them to fill it in. It was supposed to include:

(a) Number of illiterate persons

(b) Name of Ward/Division they belong to

(c) The number of teachers available in each cell (Voluntary or otherwise)

It was noticed shortly afterwards that many of ten-cell leaders were often themselves illiterate or - for some reason or another they could not fill in such complicated forms -some of the ten-cell leaders were only semi-literate.

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Hence a simple form was divised which merely instructed them to furnish their respective ward TANU Secretaries with the names of illiterate persons in their respective ten houses or to the Divisional Secretary, who sent the statistics together to the District Education Officer Adult Education in Moshi.

In Moshi town and factories each landlord was required to submit the names of all occupants in his house and their places of work. Then the District Education Officer Adult Education went around interviewing them. The managers in Estates and factories were instructed to send a list of illiterate persons working under them.

The census took two weeks. The results are summarised below:

1.	West Hai	4,690
2.	Central	7,129
3.	East Hai	4,455!
4.	West Vunjo	4,010
5.	East Vunjo	5,811
6.	South Rombo	10,551
7.	North Rombo	4,844
8.	Moshi town	1,510
9.	Estates	966
		43,966

It was difficult to accept the accuracy of these figures mainly due to the procedure followed in collecting them. Their basis was mainly on the lists of names of illiterate persons presented to the Divisional officials by the ten-cell leaders from their respective ten houses. One of the researchers found that some ten cell leaders never presented such lists of names at all. They said that all they were told to do was to urge people to enroll in the Adult Classes. Some others said that they got the forms to fill in alright but they never filled them because they were not able to read or write themselves.

So we can suspect at least that these figures are, most probably, under estimates. It is unlikely that they could be an over estimation.

FIELD ORGANISATION

It is difficult to estimate that the total number of classes. This is due to difficulties in collecting exact figures from the field. Although each centre was supposed to send reports on enrolments and attendances as well as different subjects taught; these were usually in terms total enrolments rather than attendance at each centre in each subject. However if we assume that there were at least one literacy class at each centre the total number of literacy classes by the end of August 1971 were more than 290; 246 of which were in the primary schools and 3 in the colleges of National Education. At Marangu, learners were given the chance to group themselves in accordance with "natural liking". Thus old men sat together with youngmen and so on. Although there were supposed to be literacy classes in all the secondary schools, this is merely assumed. Some secondary schools did conduct several classes, and used their pupils to go and teach even outside the schools. But many people disliked going to secondary schools for literacy learning and the secondary school students that went out usually taught in places organised by primary schools. Thus the number of classes were about 300 in the

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The total enrolments varied from place to place. Among the samples investigated, poor enrolments were found in areas around Moshi Town. Pasua Primary School for example had only 10 people enrolled. Mawenzi Primary School only 7. But outside the towns the enrolments seemed higher. In many places enrolment varied per

centre from 60 to 300 people. In Sanya Juu Primary Schools the average enrolments were 150 people at each school. Mamba Kotera had over 200 people enrolled.

These figures were rather unreliable in that none of the investigators actually saw the attendance registers. Most schools did not have any attendance registers, or in some cases headteachers locked them in drawers when visitors came around.

Location of Classes

These were mainly in Primary Schools all over the Kilimanjaro District. In 246 primary schools, in addition to the three colleges of National Education: Marangu, Mandaka, and Singachini. Of these three, Marangu was probably the most successful with over 100 enrolments at the time of the study. Singachini seemed to have a problem of recruitment and its location was a disadvantage, since most learners lived far away. Student Teachers had to go into the village to teach them. This involved many of organizational problems as to places of meetings, and recruitment.

In addition some classes were conducted in the Secondary School by pupils and their teachers. Although not all secondary schools were involved, a number of them did effective literacy organisation and teaching. These were Umbwe, Moshi, Lyamungo andpossibly Weru Weru Secondary Schools.

There were problems in Secondary Schools trying to conduct literacy classes. First learners were not willing to come to school for literacy classes, this being due to sociological and psychological complications. Namely lack of social integration between the schools and village folk for example, in most of the successful cases, secondary students and teachers arranged to meet learners elsewhere at a primary school nearby or even at the church or a convent in the case of women.

Number of Adults Enrolled:

The following table summarieses the total enrolments per month. These are official figures as collected from the District Education Officer's Office. They have to be treated with caution.

1971	Month	Total Enrollment
	January	5,178
	February	9,760
	March	22,031
	April	23,431
	May	25,372
	June	27,884
	July	23,002
	August	37,574

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If the validity of these figures is to be assumed, there can be no doubt that by the end of November, 1971 the total enrolments reached over 43,000 persons. This is the target to be reached in order to wipe out illiteracy in the District.

It must be noted that enrolments figures are highly misleading, as they assume that there is no problem of drop outs and irregularity of attendance. However, it is unwise to disregard them altogether as indicators of the success or failure of the campaign in some degree.

It is certain that if we take into account the question of dropouts, we should remain with at least 60% of the figure and hence could conclude that if the campaign has not achieved 100% success, it has a good chance of reaching more than 50%, or that some 20,000 to 30,000 people will be literate out of the 43,000 estimated figure.

How often the classes meet

This differed from place to place and depended on the learners themselves. In some areas it was agreed that they meet twice a week. Whereas in some others even 3 times a week.

However, most of those met in the primary schools. The general practice was meet twice a week, although in some busy seasons farmers could negotiate with the teachers to reduce this to once a week.

Irregular Attendance

Classes varied from 1 person to 30 persons depending on the enrolment at each centre. Most classes in the urban areas (Moshi town were very small averaging 5 people whereas most rural classes especially in Marangu, Sanya Juu and others the classes were often too large to handle effectively. There were fluctuations in the daily attendances which made it difficult to group the learners effectively even a large teaching staff was available. Adults have their own daily problems:

They may be a large number on one occasion and on the next, the number may fall to less than half.

Sex Composition:

By far women were the majority in the classes. The following table illustrates this:

Total enrollments to Literacy classes - the First Quarter of 1971 in Kilimanjaro District.

Month	January	February	March	April
Women Enrolled	3,993	8,921	11,113	11,813
Men Enrolled	1,185	5,839	7,918	8,618

The Question of Methods

This varied from each individual classes. The greatest majority used simple class teaching methods. Where the teacher explained and used the blackboard, followed by reading from the Primers:

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It was noticed in quite a number of classes that individual coaching was often used in combination especially in teaching writing and arithmetic.

FIELD ORGANISATION

Teachers

The total number of teachers involved according to official figures was the following:

Primary School teachers	951
C.N.E. Teachers (Tutors)	22
Trainees	
Secondary School Teachers	56
Secondary pupils	41
TANU Staff	31
Ministry Agricultural Staff	47
Other Organisations	22
Health Centres Staff	42
Rural Development	38
Voluntary Teachers	90
	1,340

These figures need to be taken with some caution. It is certain that not all Primary School teachers were teaching literacy. An investigation into various primary schools has revealed that it was mainly the Headteachers and a number of teachers, that were responsible for the organising and teaching of literacy classes. Some of them were teaching only political education or domestic science although there were a number who would have helped to teach literacy in case such help was needed.

However, we might generalise that as far as the primary school centres were concerned, there was no question of insufficiency in teaching staff. It is also doubtful that Ministry of Agriculture, TANU and Health staff were involved in direct teaching of literacy classes, (although they may have helped in other organisational aspects). It is also clear that most Secondary School teachers and Tutors of all colleges of National Education were not directly involved in direct teaching of literacy classes, for these used their students to conduct the literacy classes.

Voluntary Teachers:

The number of voluntary teachers is given as 90, these being paid voluntary teachers. But this number seems an under-estimation of the total number of voluntary teachers who were teaching. This is indicated in the District Education Officer's report of June 1971 when he showed that the "total number of voluntary teachers had risen to 109." We can assume that some voluntary teachers were not paid hence had been ommitted from the total number of voluntary teachers which stood merely at 90.

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We may conclude that the official figures as obtained from the District Education Officer's office as to the total number teachers involved in literacy teaching has been over estimated. There was a tendency of including organising tutors, Political Education tutors and others in the total.

However, we could safely say that there was adequate teaching staff to cope with the demand. The student ratio by the end of August could be between 1:27 and 1:30 which means that each one of the teachers listed had classes whose sizes could vary between 27 and 30 students (quite suitable for effective teaching).

The total number of teachers could be roughly estimated as 1,000 while the total attendances being roughly 27,000.

...

TRAINING OF TEACHERS:

The decision to launch a campaign of this nature came too abruptly for the preparation of a thorough training programme for literacy teachers. Fortunately a great deal of this preparation had been done in the year 1970.

Of the 900 primary teachers in the Region, about one third of them had been to an intensive course of more than a week in literacy teaching. A few had received instructions on "Adult Education" in combination with other subjects (new methods of teaching maths, science etc.). The literacy teaching methods at each of these occassions would be for one to three hours in all.

Another way of training primary school teachers in literacy methods was done through local seminars while inspection of adult education classes was carried out. This type was more frequently done especially in 1970.

160 voluntary teachers were given an intensive one week seminar during the campaign and other short courses (one day courses) were organised in different areas.

Generally the training programmes for literacy teachers were inadequate due to the large numbers involved as well as lack of time to plan and prepare for such a large campaign. However, this does not seem to have offset greatly the teaching of literacy classes in the campaign. Indeed many of the teachers seemed to handle adult literacy calsses quite effectively without having been to any of such training programmes.

The trainers included the District Education Officer's (Adult Education) sometimes with the help of Institute of Adult Education staff in Moshi, especially in the intensive seminars. Also included in training were the zonal coordinator, the Tutors of College of National Education and Secondary School Staff where students were involved. Most of the Primary School headteachers had to give an orientation to literacy teaching in their respective Adult Education Centres.

MATERIALS

Classroom facilities as a whole were adequate. This is due to the fact that the majority of literacy classes were conducted at schools where chalk, blackboard and teaching space were the same as those used by children. Problems arose only in the estate, and at factories or other centres outside the schools.

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160 voluntary teachers were given an intensive one week seminar during the campaign and other short courses (one day courses) were organised in different areas.

Generally the training programmes for literacy teachers were inadequate due to the large numbers involved as well as lack of time to plan and prepare for such a large campaign. However, this does not seem to have offset greatly the teaching of literacy classes in the campaign. Indeed many of the teachers seemed to handle adult literacy calsses quite effectively without having been to any of such training programmes.

The trainers included the District Education Officer's (Adult Education) sometimes with the help of Institute of Adult Education staff in Moshi, especially in the intensive seminars. Also included in training were the zonal coordinator, the Tutors of College of National Education and Secondary School Staff where students were involved. Most of the Primary School headteachers had to give an orientation to literacy teaching in their respective Adult Education Centres.

MATERIALS

Classroom facilities as a whole were adequate. This is due to the fact that the majority of literacy classes were conducted at schools where chalk, blackboard and teaching space were the same as those used by children. Problems arose only in the estate, and at factories or other centres outside the schools.

Up to May 1971 the District of Kilimanjaro was using only supplies of the previous year 1970, which of course never took into the consideration the 1971 campaign. Hence when the number of learners increased a great shortage was felt in:

(a) Books: Primers I, II and III.

(b) Pencils

(c) Exercise Books.

According to records in the District Education Officer's office. He had received from Dar es Salaam in 1970:

(a) 2,176 copies of Primer Book I

(b) 4,666 copies of Primer Book II

(c) 1,588 copies of Primer Book III

...10

and follow-ups

Book I - 209 copies

Book II - 135 copies

Exercise books: 6,899

Pencils: 500

All these supplies came from the Ministry of Education in 1970 and were not increased until May 1971 when the inadequacy was felt to be causing closures of literacy classes. Indeed the Regional Education Officers and District Education Officers were forced to take drastic steps in trying to cope with the problems. They par ly abaited the problem by requesting help from Shinyanga Region to supply them with all their Primers which were in traditional literacy form and hence not needed in Shinyanga where functional literacy primers were being used.

Field visits to classes indicated that some learners were re-reading the same primer for many times even when they had completed it due to lack of supplies of Primers II and III. Some teachers tried to keep them busy by using school children books.

Besides the shortage of these materials on the district level, there seemed to be something wrong with the distribution machinery as well. It was noticed during field visits that some centres were well supplied with all the materials they needed, while others had been using the same materials supplied to them at the beginning of 1970. On further investigation it was found that there were at least four different ways used in channeling materials from the District Education Officer's office to the centres.

(a) Zonal Coordinators used to fill in request forms for materials in their zone and then go to collect them from the District Education Officer's Office.

(b) In some areas each centre used to send a representative to the District Education Officer to fetch what they needed.

(c) In other areas the teacher would simply write a letter requesting for them which would take a month or so to be replied.

(d) In some cases the District Education Officers themselves deliversd the materials to the centre as they passed around.

As to the question of follow up readers they were completely inadequate, there was an effort of establishing rural libraries in some areas, but only a few of these were established and they were [illegible] furnished with books. They did not have enough books as the

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As to the question of follow up readers they were completely inadequate, there was an effort of establishing rural libraries in some areas, but only a few of these were established and they were poorly furnished with books. They did not have enough books as the majority of them had been supplied with less than 20 copies each.

The rural Newspaper "Kwetu" is sometimes being used but its distribution is also not satisfactory. Others include "Urusi Leo" and "SASA".

Adult learners seemed to be interested in any simple reading materials available. It is only disappointing that they do not get them in sufficient numbers.

EVALUATION

A meeting of the Kilimanjaro Adult Education Committee decided to have two tests, one to be administered in June 1971 and the other in October 1971. After a field visit in May by District Education Officers it was found that a good many of the learners were not ready for the test in June. It was impossible to do a test in literacy and numerancy.

It was suggested by the teachers that were interviewed by the District Education Officers that were interviewed by the District Education Officers that the whole ward method used in teaching literacy as employed by the primer was too slow a method for most learners to achieve the desired literacy skills within such a short time or period.

They preferred the 'Alphabetical Method'.

After a great deal of discussion it was decided to set up a test on "General Knowledge and Arithmetic". The test was not merely for the "New Literates" but rather it was to be attempted by 'all those who felt they could do it'. If any one passed it, he/she would qualify for the Std. IV Certificate. The test was composed by the District Education officers and was to be used in the whole District.

The General Knowledge paper was intended to test General Knowledge although its success depended on a mastery of the basic reading and comprehension skills. It is obvious however that the test was too difficult for new literates to attempt, hence the whole idea of assessing the success of the literacy campaign in 1971 failed.

Note also that it was the teachers themselves that administered and marked the tests. The result was not out at the time this study was being made.

Problems Encountered:

(1) Most teachers expressed their concern on insufficiency of materials including Primers, follow-ups, exercise books and pencils. There were occassional complaints about drop outs especially during the busy seasons.

(2) Participants complained of eye-sight defects and that they deserved to get spectacles and some were offered spectacles free of charge while others complained of lack of books and materials.

SUPERVISION

Information channel was such that matters or difficulties from the primary schools as (on centres of Adult Education) was passed to the Headteachers and he passed on to the District Education Officers who themselves discovered problems as they passed in going around. The supervised work was shared between the District Educatic Officer Coordinators and Headteachers. Classes were checked regularly by the District Education Officer who would drop in to do the checking himself. Attendances were never checked of all at the centre. Only enrollment reports were brought in every month from the various centres but problems of attendances were often referred to the committees and the ten-cell leaders in case they were too low.

PARE DISTRICT

C. K. Maganga

Basic organisation of the literacy campaign

(a) (i) At the District level there were a number of organisational arrangements.

We shall start with the committee set up.

The Pare Adult Education Committee was formed at an early stage of the Campaign. Its composition included the Area Commissioner as the Chairman and the D.E.O. Adult Education as the Secretary. Other members included all the District Head of Government ministries: TANU as well as the chief executive of the Pare District Council, The Headmaster of Pare Secondary School, the Chairman and Secretary of UWT and the TYL Secretary.

Although not all of them were able to attend all the various meetings of the Committee, it remains true that the composition of the committee formed an important coordinational body for the campaign.

(ii) Below the District Adult Education Committee were some 25 Ward Adult Education Committees.
These were formed sometime in March 1971 after a few meetings had been held at the District level, and their formation was largely the decision of the D.A.E.C.

Their function was mainly, to cordinate adult education in their respective Ward areas and to support the recruitment efforts.

The Composition of such Committees included the chairman of TANU, the Ward executive officers of Pare District Council, and the Headteachers of Primary Schools within the Wards. In addition, the ten-cell leaders within the Wards participated.

It was not clear as to whether they all functioned effectively and smoothly. However they were all allocated to one Government field extension office, or DEO: The supervisors were to cordinate and act as liason between the Wards and District Adult Education Committee. (D.A.E.C.)

In addition to the committee set up there was in Pare, a sort of division of labour among the organisers of the campaign, who were to run the day-to-day business of the campaign.

These included the DEO (A.E.) who was at head of the campaign

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These included the DEO (A.E.) who was at head of the campaign He was helped by the other DEO's as well as the Fiedl Extension Officers and Rural Development, Health and Agricultural Ministries.

Each one of these "helpers" was given one particular Ward in order to follow up its progress and report to the DEO(AE) on any problems it encountered.

In addition, the Headteachers of Primary Schools were in charge of Adult Education Centres in the Schools as well as Adult Education Centres outside the school. The Headteacher usually allocated one of his teachers to take charge of one or two centres attached to the school, and check on reliability and efficiency of the voluntary teachers (who were paid). Then of course there were the teaching staff including

Primary School teachers, voluntary teachers and pupils of the Same Secondary School. (We shall see more about teachers in section 3).

(b) As to time table: There was very little laid down as a starting time table to be followed. There was only a sort of rough plan which was laid down by the District Adult Education Committee and was often revised according to problems that arose.

(c) Pre-campaign surveys

Before the campaign, there was already some literacy teaching which went on: although not so intensively as after the campaign had been launched. The DEO (AE) surveyed and summed up reports of the literacy classes which had been done since 1970. He reported this to the REO in Moshi and to the Regional Development Committee; and later on to the Pare District Adult Education Committee, on its first session contents: We shall examine these reports further, in section 5.

Besides this DEO's survey there was also a census of illiteracy in the whole District which was held sometime in March to April 1971.

(d&e) Estimates of illiteracy/before the campaign

It had been decided by the R.D.C. on 15.1.71 that a census of illiterate persons had to be done in order to define the magnitude of the campaigns in both districts.

In Pare District the census was held using the Ward TANU Chairman, the ten-cell leaders and the Ward Executive Officers ("walao") according to this the total population of Pare District was 150,858; and 18,858 of these were adults who were illiterate. The DEO (AE) himself reported that such a figure was a doubtful one: and even the D.A.E.C. doubted it, and hence they decided to launch another census: this time using 'forms' that had been prepared in Moshi in the REO's office.

These forms were detailed and require each ten-cell leader to fill them in indicating how many persons in his cell were illiterate; and how many teachers were available to educate them.

The results indicated substancial increase: There were 24,791 persons illiterate in the whole district, 577 possible literacy teachers at their disposal. This was done at the end of April 1971.

(f) Estimated Budget: It was difficult to get the exact details. Financial matters connected

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(f) Estimated Budget: It was difficult to get the exact details on Financial matters connected with the campaign alone:

Apparently there was only 120,490/- allocated for payments to voluntary teachers for 12 months at a rate of 30/- to each teacher or 11,760/- per month.

It was estimated that there would be only 392 voluntary teachers in the whole District to be paid at the rate of Shs. 30/- per head per month. This turned out to be a gross underestimation as we shall see later. This financial contraint was regarded a serious set back to the campaign especially in those areas located far from schools.

The only source of Finance for the campaign was the Ministry of National Education.

(g) Assistance given by other organisations

(1) TANU

As it was indicated in (a) above most TANU officials took active roles in the committees:

The Chairman of TANU in the Wards including the TANU Branch Secretaries were actively involved in the literacy drive. Indeed it was the responsibility of TANU both at the District level and at the Ward and village level to organise and carry the following:

(i) The census of illiteracy

(ii) The recruitment of learners

(iii) The maintainance of attendence in classes.

We had no time to check on the effectiveness of this especially in the villages. But a number of field visits and interviews indicate that TANU did play an important role in the campaign.

Government Ministries

As indicated in (a) above all district heads of Government ministries were included in the D.A.E.C. and at the Ward level the Executive Officer of local Authorities had important roles to play especially at the onset of the campaign. It is they who helped at estimating the literacy numbers in the District. They were also given charge of wards as "helpers" in supervising the campaign. One of the resolutions passed by the D.A.E.C. for example, was that "watumishi wa Serikali ... waisio na watu vijijini wakabidhiwe vituo" ... "Wanaweza wakawa watumishi wawili kwa kituo kimoja".

It is obvious that they were to be more involved than they had been hither to.

Other Agencies

The other organisations like Churches seem not directly involved in the campaign. Yet field reports indicated that in some areas where rural people tended to be swayed more to religious groupings such organisations were of valuable help to the campaign. A minority of moslems, for example, in Usangi tended to go and attend classes under a moslem teacher. Similarly to other social or ethnic groupings. The Masai elders for example agreed to join in the campaign provided that they were to be taught by a fellow Masai.

(h) Implementation of Decisions

Among the most helpful man to the Pare Literacy campaign was the Area Commissioner himself. He had previously been a

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(h) Implementation of Decisions

Among the most helpful man to the Pare Literacy campaign was the Area Commissioner himself. He had previously been a Community Development Officer himself. His keen interest in Adult Education and the Literacy Drive were of great help to the organisation of the literacy campaign. He chaired the D.A.E.C. meetings and paid field visits to the classes and helped at holding talks and rallies with the learners-to-be thus recruiting them to join in the drive. The other leaders thus encouraged, by the chairman of the D.A.E.C., worked diligently in support of the campaign.

Whereas the DEO had experienced difficulties in 1970: He found that people and conditions had changed in his favour in 1971. Thus the constant meetings of the committees and

the field visits by the leaders were of great help to the literacy campaign in Pare.

In addition, a number of seminars were held by the leaders in the various wards, where they explained the campaign to the people as well as the roles that each village leader was expected to play. The ten-cell leaders themselves who were illiterate joined in the classes and thus gave examples for the others to join in.

They deviced a system of penalising "those who belittled the call" with local by-law measures which were deemed effective.

Field Organisation

(a) Number of Classes

The exact number of classes at the beginning is difficult to tell. There were 100 primary schools each one of which had at least one class for teaching literacy. The number rose at on set of the campaign.

Reports from the DEO indicate that by the end of April 1971 the number of centres had risen to 677 (presuming there was one literacy class at each centre) we may take this as the figure for the number of classes.

However field visits indicate that some of them had two or three classes. By April 1971 the number of classes was higher than 677. And the number was still increasing every month.

(b) 100 of the classes were held at each of the Primary Schools in the District. 577 were held outside the schools, in mosques, under trees, Community centres, at courts, in private houses and in sheds put up by the learners themselves.

(c) The DEO's report shows that by the end of April 1971 some 20,652 adults had enrolled to adult classes in the whole District. According to field visits paid to a few centres the average enrolment per class was some 25 learners per class.

(d) It was estimated by the DEO (and this estimation was checked by a number of field visits and research into letters and documents from the various centres) that the average regular attendance per centre was 20 learners if we multiply this figure by 600: the total number of centres (roughly) it gives us some 12,000 learners attending regularly in the various centres.

It may well be an underestimation but it is definitely not an over-estimation. It is important, however, to realise that attendance figures are not given anywhere in the DEO's records or reports: they have to be collected from field visits of all the centres. The visits that were made during the study indicated that there were only a few centres which kept an at

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(e) The classes met 2 to 3 times a week in many of the places that were visited. There seemed no particular uniformity although many schools indicated "Adult Education" periods on their timetables which were invariably 3 times a week. These adult education periods were not always for literacy teaching; they included sewing lessons, agriculture lessons and other adult Education.

.../5

(f) The sex composition of class indicated most centres there was a larger number of women than men. There were a few exceptions however. For example, while recruiting the Masai into the campaign, they were reluctant to allow women to take part. And hence classes were established for the Masai which were only for men.

Teachers

(a) How many:

The Literacy census made in March to April indicated that there were a total number of 424 Primary School teachers in the whole District. But it is obvious that not all were directly engaged in literacy teaching although they were available to do so whenever they were required. There were also 58 Std. VII volunteer teachers in the District. In addition there were Secondary School pupils - 50-60 of them who were allocated to the centres near Same Secondary school. By June the number had increased to more than 700 voluntary paid teachers, according to the DEO's report. In fact, the number of teachers went on increasing as new centres were opened: the August Report showed that there were more than 900 centres outside the 100 centres at Primary Schools: this is an indication that the volunteers had increased to the maximum number allowed in the budget which was 833 paid volunteers.

(b) How they were trained:

Training was organised by the DEO for the volunteer teachers especially. The Primary School teachers did not need it as urgently as the volunteers who were not teachers by profession. He then held a number of training seminars, usually lasting 2 to 3 days in the different centres. They were taught the basic methods of conducting literacy classes by using the Primers.

(c) The training was shared between the DEO and other government field officers as well as the Primary School Headteachers.

(d) Most training was done between April/May during a sort of preparatory stage of the literacy campaign.

(e) As indicated in (c) above, they were 2 to 3 day seminars because a large number of them had to be done to cover the whole District. There were some voluntary teachers who taught without any training at all.

(f) The voluntary teachers were paid a sum of 30/- monthly only if they had any attendance of 15-20 learners. This was a financial ministiral regulation and had to be adhered to.

(g) There were no teachers manuals used: only the Primers were used.

(h) Materials Used:

(a) Primers: Books I, II and III. Lifuma [illegible]

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(h) Materials Used:

(a) Primers: Books I, II, and III Jifunze kusoma.
Follow up Books I and II
Newspapers: Kwetu, Urusi Leo
Blackboards
Paper and pencils

Blackboards had to be made at the DEO's office for most centres outside Primary Schools. Some centres went to the extent of making their own blackboards as well as sheds because there was big shortage of them in most of the remote areas.

(b) Materials were definitely insufficient. Letters and records in the DEO's office were continually comming in everyday requesting him to send materials to various centres.

(c) The Ministry's District Office was supposed to send all materials for the various centres. But because of shortages, the Headteachers of Primary schools sometimes used the schools equipment in adult Literacy classes.

(d) There were only a meagre number of "Jiendeze Books I and II" which had been sent to the District Offices since 1970 and there had not been an increase at the time of the study.

Evaluation:

(a) Literacy has been determined by testing in the basic 3 Rs skills.

(b) Copies of the texts are attached in this report. The whole of Pare District was given one test comprising of two papers, of two hours each. The first paper which was a test of reading and comprehension had a comprehension passage with "essay" type of questions at the end. The learners were required to answer questions by constructing their own responses. The second part of this test consisted of a test in grammatical skills in connection with some of the words used in the passage. And finally the last part was a test in "Writing skills" whereby the learners were given a dictation of about 50 words.

The first impression one gets at looking at the test is that it seemed too hard for new literates. Indeed even the lettering (stencilled prints) was unfamiliar to most students. The essay type of questions at the end of the passage rendered the marking subjective and hence unreliable. The second paper was a test of numeracy: two hours and half were allocated to the paper which consisted of 34 questions, on simple addition, substraction, multiplication and division. In addition there were two simple problems to be solved. Again this paper also locks difficult for new "numerates".

(c) They were administered during the second week of August 1971. The teachers of literacy were the invigilators as well as markers of the scripts of their own students. They forwarded to DEO the marked scripts and scores each student had achieved.

It was not possible to see all the marked scripts at the time this survey was being made, as only small number of centres had brought in their scripts.

However among those that we managed to see indicated very high scores in both the "Literacy' and 'Numeracy' papers most students had passed them: indeed we did not see any failure among the 500 or so scripts we looked through. Full evaluation of this testing remains to be done when all the results are in.

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Evaluation:

(a) Literacy has been determined by testing in the basic 3 Rs skills.

(b) Copies of the texts are attached in this report. The whole of Pare District was given one test comprising of two papers, of two hours each. The first paper which was a test of reading and comprehension had a comprehension passage with "essay" type of questions at the end. The learners were required to answer questions by constructing their own responses. The second part of this test consisted of a test in grammatical skills in connection with some of the words used in the passage. And finally the last part was a test in "Writing skills" whereby the learners were given a dictation of about 50 words.

The first impression one gets at looking at the test is that it seemed too hard for new literates. Indeed even the lettering (stencilled prints) was unfamiliar to most students. The essay type of questions at the end of the passage rendered the marking subjective and hence unreliable. The second paper was a test of numeracy: two hours and half were allocated to the paper which consisted of 34 questions, on simple addition, substraction, multiplication and division. In addition there were two simple problems to be solved. Again this paper also looks difficult for new "numerates".

(c) They were administered during the second week of August 1971. The teachers of literacy were the invigilators as well as markers of the scripts of their own students. They forwarded to DEO the marked scripts and scores each student had achieved.

It was not possible to see all the marked scripts at the time this survey was being made, as only small number of centres had brought in their scripts.

However among those that we managed to see indicated very high scores in both the "Literacy' and 'Numeracy' papers most students had passed them: indeed we did not see any failure among the 500 or so scripts we looked through. Full evaluation of this testing remains to be done when all the results are in.

Problems as viewed by the organisers:

The following problems were cited by organisers at the District level:=

(1) Educating the pastorists like the Masai and other herders;
(2) Problems of illiterate leaders who were expected to mobilise the others;
(3) The education of Ujamaa villages;
(4) Problem of food shortage in a number of areas;
(5) Problem of drinking hours coinciding with class-teaching hours;

(6) Problem of combining development projects to literacy - so as to make the latter more meaningful to the adult learners which is essentially a motivational problem.

(7) Most teachers indicated that material supplies were inadequate hence this tended to discourage attendances.

(8) Participants wanted spectacles, even those who did not really have serious eye defects.

(9) Mothers were over burdened by a great deal of domestic and shamba work: Unforeseen events like deaths, easily stopped attendance in classes. They also complained about shortage of material, books and pencils especially.

(10) The unplanned launching of the campaign without preparing the village leaders and ensuring that there were adequate supplies of materials caused delays and misunderstandings There was little scheduling in this campaign.

Supervision

(a) Most of the supervisional arrangements have to be outlined in the first part: including the hierarchical arrangement of personel in charge of the campaign and the division of labour among them.

(b) Information was chanelled from the class to the head of the centres, the primary school headteacher, who passed it on to either the Ward Committee or directly to the DEO or other officer responsible for that particular Ward. From the DEO the information would either go directly to the Ward Committee Secretary (one of headteacher in the Ward) or to the centre at a primary school on to the class itself.

(c) The classes were visited occasionally by the Headteacher in charge of the centre or one of his staff members. Occassionally a higher official would come around, although this was not usually done in the remote areas.

(d) Each centre was required to send to the DEO monthly reports of all the classes in the centre including those that were taught by voluntary teachers outside the Primary schools.

However these were not attendance reports as such: They merely indicated total enrolments in each centre.

(e) Most centres had a system of calling a meeting of the Ward Committee or 'parents meeting' at each school to deal with problem of falling attendances. A government by-law was passed in many places that a penalty was to be imposed on people who failed to attend literacy classes without satisfactory reasons. The penalty would be similar to penalties imposed on those who fail to attend some self-help projects. This seemed quite effective in most places.

WILAYA YA PARE

MITIHANI YA WATU WAZIMA - KUSOMA NA KUANDIKA

Saa 2

Soma habari hii halafu jibu maswali ya hapa chini:

MPUNGA:

Mpunga ni mali pia ni chakula. Kuna aina mbili za mpunga. Mpunga ambao hulimwa vilimani na unaolimwa katika mabonde. Mchele ni mpunga uliokobolewa na wali ni mchele uliopikwa tayari kwa kuliwa ambao watu wa mwambao huita ubwabwa. Kwa kustawi vizuri mpunga huhitaji maji mengi au mvua nyingi na joto jingi. Kabla ya kupanda mpunga, kwanza tayarisha shamba kwa kuchinbua ardhi. Pia tayarisha mbegu katika vitalu. Miche ikiwa mikubwa na ndiyo wakati wa mvua za kwanza utaanza kutuliza katika shamba uliotayarisha.

Baada ya hayo utaacha mpung ukue kwa muda mpaka majani yaanze kuchipua ndipo upalilie. Ukisha komaa tayari kwa kuvuna masuke yake hubeba mbegu ambazo ni za rangi kahawia.

JIBU MASWALI HAYA KWA KUJAZA:

1. Mpunga uliokwisha tayarishwa tayari kwa kupikwa ni .....
2. Watu wa pwani hita ubwabwa lakini wengi huita ....
3. Chakula cha mpunga huitwa .....
4. Miche ikiwa tayari ..... katika mashamba yaliyokwisha tayarishwa.
5. Aina za mpunga ni: Mpunga wa ..... na mpunga wa .....

ANDIKA UWINGI WA MANENO HAYA:

Soma habari hii halafu jibu maswali ya hapa chini:

MPUNGA:

Mpunga ni mali pia ni chakula. Kuna aina mbili za mpunga. Mpunga ambao hulimwa vilimani na unaolimwa katika mabonde. Mchele ni mpunga uliokobolewa na wali ni mchele uliopikwa tayari kwa kuliwa ambao watu wa mwambao huita ubwabwa. Kwa kustawi vizuri mpunga huhitaji maji mengi au mvua nyingi na joto jingi. Kabla ya kupanda mpunga, kwanza tayarisha shamba kwa kuchinbua ardhi. Pia tayarisha mbegu katika vitalu. Miche ikiwa mikubwa na ndiyo wakati wa mvua za kwanza utaanza kutuliza katika shamba uliotayarisha.

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ANDIKA UWINGI WA MANENO HAYA:

1. Mpunga ni	2. Bonde ni .....
3. Shamba ni	4. Mchele ni .....
5. Mche ni	6. Wali ni .....
7. Kitalu ni	8. Mbegu ni .....
9. Jani ni	10. Mali ni .....

IMLA:

Nakila fungu hili la maneno karatasini: (Msimamizi atasoma).

MSIMAMI ZI ATASOMA

Kijiji cha Ujamaa ni muungano wa Ki-uchumi, Kisiasa na Kimaisha kwa jumla ambamo watu huishi pamoja, hufanyakazi pamoja kwa faida ya wote. Kuishi pamoja peke yake hakutoshi; kwani mijini watu huishi pamoja lakini hawaendelei kwa sababu hawafanyi kazi kwa pamoja. Hapo hapo kuishi pamoja na kufanya kazi pamoja peke yake hakutoshi kwa sababu katika mashamba ya mikonge watu wakiishi pamoja na hufanya kazi pamoja, lakini hawakuendelea kwa sababu maendeleo yote yalikuwa ya mtu mmoja.

M W I S H O

WILAYA YA PARE

MITIHANI YA WATU WAZIMA - HESABU

Saa $2\frac{1}{2}$

Jaza majawabu katika swali ~~la kwanza hadi~~ la thelathini na nne, mengine yote onyesha nija:

1. 6 + 2=..... 2. 7 + 0 = ...
3. 8 + 1=..... 4. 8 + 12 = ...
5. 8 + 9=..... 6. 12 + 10 = ...
7. 7 + 13=..... 8. 13 + 9 = ...
9. 5 - 3=..... 10. 1 - 1 = ...
11. 3 - 2=..... 12. 11 - 8 = ...
13. 15 - 3=..... 14. 7 + 3 = ...
15. 2 x 1=..... 16. 3 x 2 = ...
17. 4 x 2=..... 18. 4 x 4 = ...
19. 5 x 10=..... 20. 8 x 2 = ...
21. 6 x 4=..... 22. 2 - 2 = ...
23. 6 - 3=..... 24. 10 - 5 = ...
25. 12 - 3=..... 26. 15 - 5 = ...

27. $\begin{array}{r} 22 \\ +36 \\ \hline \\ \hline \end{array}$

28. $\begin{array}{r} 26 \\ +\ 37 \\ \quad 18 \\ \hline \\ \hline \end{array}$

29. $\begin{array}{r} 46 \\ +21 \\ \hline \\ \hline \end{array}$

30. $\begin{array}{r} 400 \\ -\ 238 \\ \hline \\ \hline \end{array}$

31. $\begin{array}{r} 23 \\ \times\ 3 \\ \hline \\ \hline \end{array}$

32. $\begin{array}{r} 43 \\ \times\ 4 \\ \hline \\ \hline \end{array}$

33. $6\overline{)48}$

34. $3\overline{)144}$

35. Fundi mmoja anachimba choo kwa Shs. 9/=. Je atapata kiasi gani kwa kuchimba vyoo 6?

36. Kutoka Same mpaka Makanya ni Km. 21 na kutoka Makanya mpaka Bendera ni Km. 28. Je umbali gani kutoka Same mpaka Bendera?

37. Mweta alikuwa na ng'ombe 125, ng'ombe wake 20 walikufa kwa ugonjwa wa sotoka na 50 kwa ugonjwa wa kimeta. Sasa anao wangapi?

38. Wanakijiji 34 wamepata kilo 10,980 za mpunga katika shamba lao la ushirika. Je kila mwana kijiji atapata kiasi gani?

Observations and Comments

From looking at the problems and success of the various campaigns, it is possible to identify a number of themes that reappear several times. There is material for a still more detailed comparison which we hope might be done by the various persons interested. It is clear that there are not simple rules to follow in operating a successful literacy campaign. But at the same time there are a number of considerations which must be made early in the planning of any campaign that is to have a chance at success. We have listed here some of those considerations.

Materials.

1. The supply of sufficient primers, excerse books and pencils are essential to successful maintance of enrolment. It is better not to mobilize people until sufficient supplies are available. It creates problems with adults after they have been urged to attend classes with very powerful arguments to then have a shortage of supplies.

Supervision.

2. Sufficient and proper supervision is necessity to successful programmes. It is of particular importance to have sufficient and capable supervisors when so many volunteer teachers are used. The effect of proper supervision is seen in many ways:-

a) Teachers are more likely to be prompt if they are being supervised from time to time.

b) Many problems between teacher and learners which cause the classes to lose attendance can be eliminated by a good supervisor.

c) The case of Mafia has shown that the learners themselves are

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b) Many problems between teacher and learners which cause the classes to lose attendance can be eliminated by a good supervisor.

c) The case of Mafia has shown that the learners themselves are encouraged to work harder when a supervisor visits the classes from time to time.

d) The supervisors are very effective communication links for the entire campaign.

3. Proper organization of supervision and supply of materials depends on the availability of good and full-time transportation. Each are which is undergoing a campaign must have this communication capacity.

Organisation.

4. Those areas in which each class had a class committee which was responsible for selecting the teacher and maintaining attendance had better attendance than those using other methods.

../71.

5. It is not enough to have the high ranking official tell the people that they must become literate. If the middle level leaders and campaign organisers do not convince the people themselves and continue organising throughout the campaign, few people will retain interest.

Follow-up.

6. The official results of the 1970 - 71 literacy campaigns are based on the enrolments reached by December 9th. The actual attention may be somewhat lower and the number of people who have learned to read and write still lower. This means that is important for each area to continue with classes during the second year in order not to lose those who have made very good progress during the first year but who may not have yet become literate.

7. Follow-up materials are in very short supply in most places. It is known that without follow-up a learner may lapse into illiteracy in as few as six months. It is important, therefore, to consider the supply of follow-up materials as part of campaign which must follow as phase two.

Voluntary Teachers.

8. The effictiveness of the voluntary teachers depends on several factors:-

a) adequate training
b) consistent of fees

The first factor has been seen in several districts where because of shortage of time and finances, the seminars for training voluntary teachers were either too short or did not take place at all. In several cases, these untrained teachers offended the adults they were supposed to teach, thus causing them to stop attending. In several

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The case of the fees for voluntary teachers is extremely sensitive. In every district which underwent a campaign in 1971 there were disappointments and work stoppages because of difficulties with the fees. It is important that the number of voluntary teachers needed be ascertained before the campaign so that the amount of money necessary can be computed. In several cases in 1971 the fees were changed from 30/= per month per class to 30/= per month regardless of the number of classes. In other cases, the fees were cut from 30/= confusing many volunteers. In still other cases, the fees were six months late or else never showed up at all.

The important point is that whatever is promised in the future must be followed through. A code of disinterested teachers can only cause poor results. The line of communications for payment needs to be shortened.

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